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ABSTRACT

A 3 year project to develop model inservice arts education training for those working with handicapped children and youth is described. Planning, design, and evaluation aspects are briefly considered. Accomplishments are listed for each of three years, and include a literature search, competency survey, newsletter, conferences, resource manuals, a technical assistance system, and various publications and media. Third party evaluations of the second and third project years are included. (CL)

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Final Report

Project #451A H60933
Grant #G007603478

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ARTS IN-SERVICE FOR HANDICAPPED CHILDREN

Leadership Development Project

December 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

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TABLE OF CONTENTS

TABLE OF CONTENTS

Page Number

I. ABSTRACT 1

II. INTRODUCTION 3

Educational Significance

III. GOALS AND OBJECTIVES 5

IV. PROJECT DESIGN (PLANNING AND STAFF) 6

A. Planning
B. Staff

V. PROJECT DESIGN - EVALUATION. 9

Figure 1 - Evaluation Design

VI. ACCOMPLISHMENTS. 14

An Overview
Figure 2 - Overview of Accomplishments

A. Year One 23
Figure 3 - Timeline/Milestone
Figure 4 - Accomplishments Related to Tasks

1. Summary of the First Year

2. Evaluation - Project Impact

B. Year Two 31
Figure 5 - Timeline/Milestone
Figure 6 - Accomplishemnts Related to Tasks

1. Conferences

2. Publications

3. Replication and Dissemination

4. Manuals

5. Evaluation

C. Year Three 45
Figure 7 - Timeline/Milestone
Figure 8 - Accomplishments Related to Tasks

1. Conferences

2. Technical Assistance System - Arts for Handicapped Resources and Information Network (AHRIN)

3. Publications

4. Media

5. Replication and Dissemination

6. Evaluation

VII. SUMMARY 63

VIII. THIRD-PARTY EVALUATION OF YEAR II 64

IX. THIRD-PARTY EVALUATION OF YEAR III. 78

X. THIRD-PARTY EVALUATION OF THREE YEAR PROJECT - ARTS IN-SERVICE FOR HANDICAPPED CHILDREN LEADERSHIP DEVELOPMENT PROJECT . 83

APPENDIX 90

I. ABSTRACT

I. ABSTRACT

With the passage of P.L. 94-142, The Education for All Handicapped Children Act of 1975, Congress demonstrated a national commitment to handicapped children and in particular to their right for a publicly funded, quality education. With the funding of the Arts In-Service for Handicapped Children: Leadership Development Project, the Bureau of Education for the Handicapped affirmed and extended that commitment.

In the firm conviction of the potential that arts experiences have for increasing the development (i.e., intellectual, social, physical, emotional, aesthetic) of handicapped children and youth, The National Committee, Arts for the Handicapped designed a project to prepare a cadre of personnel committed to the development of arts programs for handicapped children and youth. The project was charged with the task of developing and testing a model in-service training program in arts for the handicapped for key personnel engaged in providing formal and informal educational programs for handicapped children and youth. By conducting an extensive literature search and competency survey, the model in-service program was developed during year one.

Year two of the project continued the effort to prepare personnel through further assessment and refinement of the in-service training model, development of implementation strategies, establishment of a national Technical Assistance Network and replication through dissemination and documentation strategies.

Year three of the project continued to utilize the model in-service training paradigm for expansion of the Technical Assistance Network.

Analysis of data gathered during the life of the project through program evaluation techniques indicates that the in-service training model has been an effective vehicle for developing national awareness of the need for and benefits of arts education programs for handicapped children and youth, and has stimulated the development and implementation of arts programs.

Throughout the duration of this project, responses from trainees at the local, regional, state and national levels have consistently indicated the benefits accrued from their participation. In short, this project has agressively accepted the challenge and the opportunity of aiding the development and enriching the lives of handicapped children and youth.

Additionally, the implementation of this national in-service training program concentrated on the educational system from state through local levels and greatly assisted in delivering ongoing, year-round arts experiences for handicapped children and youth throughout the country.

In summary, the project has focused on the six objectives established for The Bureau of Education for the Handicapped:

- to assure that every handicapped child is receiving an appropriately designed education;
- to assist the state in providing appropriate educational services to the handicapped;
- to assure that every handicapped child who leaves school has had career educational training that is relevant to the job market, meaningful to his career aspirations and realistic to his fullest potential;
- to assure that all handicapped children served in the school have a trained teacher or other resource person competent in the skills required to aid the child in reaching his full potential; and
- to encourage additional educational programming for severely handicapped children to enable them to become as independent as possible, thereby reducing their requirements for institutional care and providing opportunities for self-development.

II. INTRODUCTION

II. INTRODUCTION

Educational Significance

Since June 1976, The National Committee, Arts for the Handicapped has been developing a model in-service arts education training program for key personnel engaged in providing formal and informal education programs for handicapped children and youth. Over 2,500 professional personnel have attended conferences sponsored by NCAH or participated in other activities related to this project, and more than 850,000 handicapped children and youth have benefited from the direct support of the conference participants.

The field's demand for NCAH products - an in-service training model, a network for replication and dissemination of innovative strategies and technical assistance accompanied by an ever increasing number of inquiries from across the country and abroad - have earned NCAH a national reputation as a producer of usable materials, strategies and methodologies.

The Arts In-Service for Handicapped Children: Leadership Development Project has enabled NCAH to:

- train personnel who work directly or indirectly with handicapped children and youth to develop and implement arts programs as per P.L. 94-142;
- expand its training program by offering additional training sessions to a wider spectrum of service providers for handicapped children and youth; and
- continue its efforts of follow-up training of conference participants by conducting site visits.

The National Committee, Arts for the Handicapped feels that the following passage from the Rockefeller Panel Report reflects a crucial and immediate educational need to continue the implementation of this training model.

> "We believe that the key to good arts education will not be found in bureaucratic systems or organizational structures, nor in hardware, curriculum packages, textbooks, budgets - though all these are important factors. The crucial element is people: from administrators and organizers - those who work to build supporting frameworks - to the classroom teachers, arts specialists and artists - who work directly with students. Nor can we overlook the great contributions and, often, significant expertise of school, parents and volunteers working in arts and community organizations.
>
> "Neither can we forget the most important group of people: students. They are the clients of the educational system, the future parents, teachers, leaders, audiences and artists. The best conceived programs will not work unless they fit the needs of students.

"The nature and quality of leadership is also crucial in determining whether effective links will be forged - links between the arts and education, between and among the various arts and other disciplines, between the schools and other institutions, between public and private institutions. It is individual leaders, working in communities and schools, who have the power to start the process of change which can gradually stretch to the district, the region, the state and ultimately to the nation."1

1 Coming to Our Senses, A Final Report of the American Council for the Arts in Education; The Arts, Education and Americans Panel, New York, 1977. p. 12.

III. GOALS AND OBJECTIVES

The overall goal of this project was to develop and test a model in-service training program in arts for the handicapped for key personnel engaged in providing formal and informal educational programs for handicapped children and youth.

As a result of this project, trainees have demonstrated knowledge, skills, attitudes which positively increase (affect) the development of arts programs for handicapped children and youth. These programs were designed to foster an understanding of the regulations for P.L. 94-142 which specifically refer to the inclusion of the arts in the education of all handicapped children.

The project provided model training experiences geared to developing abilities which demonstrate:

- an understanding of the relationship between comprehensive arts education and the development (intellectual, social, physical, emotional, aesthetic) of handicapped children and youth;
- an understanding of the complex scope and nature of arts learning experiences; and
- an understanding of the arts as basic to human needs for aesthetic appreciation, cultural exchange, and humanistic expression.

In order for project trainees to demonstrate knowledge, skills, attitudes which produce a positive impact on the development of arts education programs, the following project objectives were established:

- implement, refine, and assess an in-service training model in the arts for handicapped children and youth;
- develop strategies with all project trainees to integrate comprehensive arts education programs into their arts and/or education agency or institution;
- establish a national technical assistance network to provide information and follow up assistance for implementing arts education programs for handicapped children and youth via P.L. 94-142;
- replicate model training experiences through a variety of dissemination and documentation strategies; and
- evaluate impact of training model at national, state and local levels.

IV. PROJECT DESIGN (PLANNING AND STAFF)

A. Planning

New Federal regulations have mandated that all handicapped children enjoy the benefits of full educational opportunity, including whatever related services are available to non-handicapped and are defined as part of the individualized educational program. Regular educators, including those whose speciality is in the arts, have found handicapped youngsters in their classrooms. In addition, special educators have needed to learn how to use the arts in the classroom for those youngsters whose most appropriate placement is in a self-contained unit.

A needs assessment survey conducted by Davis[1] in March of 1977 using responses from forty special education professionals attending the Missouri Council for Exceptional Children Conference reveals some pertinent and interesting results. "Although the majority of these respondents were themselves responsible for providing arts experiences for their clients, few had received the kinds of training that would equip them with the expertise and self-confidence to select and integrate such arts experiences into their instructional programs on a regular basis." Further conclusions from this report indicated that the "sample of special education personnel surveyed here have clearly signaled their readiness for change with regard to both the extent and type of arts experiences being offered to their clients and also their willingness to take part in in-service and pre-service training to equip them for implementing such experiences."

With a population nationally of approximately 92,000 special educators, 75,000 art educators, 135,000 music educators[2] and an unknown number of educators of dance and drama, the task of training these professionals to enable them to offer quality education experiences for all handicapped children and youth through a comprehensive arts program was indeed challenging.

Regional teams were organized - composed of three members and a coordinator. The persons selected for these teams reflected expertise in arts and in special education and demonstrated leadership qualities. Capabilities in workshop and in-service training were also required of all team personnel. Familiarity with exemplary programs in arts for the handicapped was a necessity.

Each regional team coordinator invited no less than six prominent professionals in the fields of arts education and special education to serve as an advisory group to the regional team. Care was taken to involve state and local officials as well as university personnel.

---

[1]Davis, J., Hall, B., and Thurman, P., "Needs Assessment Survey Report: Arts Experiences for Exceptional Individuals." Cemrel, St. Louis and National Committee, Arts for the Handicapped, Washington, D.C., September, 1977.

[2]Statistics: NEA, AAEA, MENC , by phone.

The Arts for the Handicapped Teams together with their advisory groups contacted each of the State Directors of Special Education and State Directors of Arts and Humanities to insure their input in the selection of sites and target audiences for each of five regional workshops held in each of the three regions.

The Arts for the Handicapped In-Service Teams worked together with consultants to design print and visual materials for workshop use, which were sensitive to regional differences and individual needs. The content of these materials reflected the need to convey information about P.L. 94-142 and about successful programs in the arts with handicapped children.

An important component of these workshops was the development of skills needed to integrate arts into the classroom. Another important component was information about handicapping conditions and how each handicapped person can benefit from the arts. Workshops were designed for approximately twenty participants who were offered opportunities to interact with the trainers for purposes of modifying the content.

It was planned that the information and materials resulting from these workshops would provide valuable resources to professional personnel working with handicapped children. Widespread dissemination through professional organizations provided an efficient way to reach a larger audience of practitioners.

B. Project Staff - Job Descriptions

1. Project Director (Wendy Perks, NCAH Executive Director)
   - Select regional coordinators
   - Select regional team members
   - Select project consultants
   - Apportion budget
   - Oversee distribution of funds
   - Conduct initial staff conference
   - Maintain continuous contact with regional coordinators
   - Select evaluator
   - Oversee interim and final reports

2. Regional Coordinators (3)
   - Advise project director on selection of team members
   - Conduct team meetings
   - Maintain continuous contact with team members
   - Plan strategies for team members to develop lines of communication with State Directors of Special Education and State Directors of Arts and Humanities
   - Solicit recommendations for the Advisory Group
   - Conduct meetings of the Advisory Group
   - Lead the team members in the development of plans for five workshops
   - Assist consultants in the development of print and visual materials for the workshops

Make final decisions of conference participants
Assign team members to conduct workshops
Participate in the conducting of workshops
Plan for the dissemination of information and materials
Assist in the preparation of interim and final reports
Conduct the dissemination plans

3. Team Members (9)
Participate in team meetings
Assist the coordinators in planning strategies for developing lines of communication with State Directors of Special Education and State Directors of Arts and Humanities
Recommend potential members of the Advisory Group to the Coordinator
Participate in meetings with Advisory Group
Participate in the development of plans for five workshops
Participate in the development of print and visual materials for the workshops
Conduct workshops
Provide input to the coordinator for use in preparing interim and final reports

4. Advisory Group
Participate in meetings with the Regional Team
Provide periodic advice and support to the Regional Team in the selection of target audiences and target sites for workshops
Assist in the development of lines of communication with State Directors of Special Education and State Directors of Arts and Humanities
Participate in selected workshops as advisors and observers

5. Consultants
Participate in meetings with project personnel to determine the various needs for print and visual workshop materials
Produce necessary materials
Participate in workshops as required by the coordinator
Assist in the dissemination planning
Provide expertise in area of special education, arts education, regular education

6. Third Party Evaluator
Provide advice to the Project Director on the conduct of evaluation
Prepare evaluation instruments
Collect and analyze resulting data
Provide a written report on the evaluation of the fifteen workshops

V. EVALUATION

The third-party evaluator assisted Project Staff in developing an evaluation design for training conferences, which evaluated: content of conference, impact of conference on participant, participant impact and the process of conducting a conference (Figure 1).

Based upon the project's goal and objectives, a listing of questions/decisions was formulated. The information required to make these decisions was listed, and the data collection tools which were developed were identified.

In short, the evaluation of the training model included an analysis of questionnaires completed at the time of each conference, together with a follow-up questionnaire after each conference to gather the results of individuals' reflections and to collect information on their actions taken as a result of each conference.

FIGURE I

EVALUATION DESIGN FOR THE LEADERSHIP DEVELOPMENT TRAINING MODEL

PROGRAM COMPONENTS	DECISION/QUESTION	INFORMATION NEEDED (Tools listed in parentheses)
Goals	How to assist personnel in leadership positions to coordinate relevant support activities within their state in support of the arts in education for handicapped children?	Evidenced by feedback during training sessions (Session Evaluator Form) and after conference.
Program Development	Are training techniques appropriate for presentation of the material?	Completion of Partici pants Needs Inventory and literature search and survey data.
Program Development	Are conference goals appropriate in terms of the training materials and the needs of the population.	Completion of Partici pants Needs Inventory and Workshops Evaluation Form.
Program Development	What should be the training program's concern/topic?	Relate to P.L. 94-142 and goals of proposal
Selection	How to select participants.	Consult advisory comm ttee, consult special ists in field.
Implementation	How to evaluate participants' thoughts about the conference.	Final Evaluation Form administered to participants before leaving conference.
Conference Training Session	Did each session cover content material appropriate to the subject matter?	Evidenced by feedback during sessions; question trainee following each sessio (Session Evaluation Form)
	Was each presentation action-oriented?	Same
	Was the content material presented logically in each session?	Same
	Did the speakers in each session seem to know their subject material?	Same

PROGRAM COMPONENTS	DECISION/QUESTIONS	INFORMATION NEEDED (Tools listed in parentheses)
Conference Training Sessions	Were the speakers in each session interesting?	Same
	Was there enough time given for questions and discussion in each session	Same
	In which sessions should audio/visual aids have been used?	Same
	What recommendation changes did participants make for each session?	Same
Arrangements	Were housing accomodations adequate?	Evidenced by feedback during sessions; question trainee at close of training program (Final Evaluation Form)
	Were parking accomodations adequate?	Evidenced by feedback during institute; question trainee at close of training program.
	Were the rooms used for lectures/training adequate?	Evidenced by feedback during institute; question trainee at close of training program.
Instructional Program	Based on Action-Plan commitment, what are participants doing in their home setting?	Evaluate (Action Plan Form) and follow-up participants.
Overall Program/Project Impact	Effectiveness of institutional coordination and resource utilization impact on other individuals?	Evidence of impact of the program upon other programs for the education of handicapped children, and improvement of services for handicapped children at the local, state and/or national level; opinion of all involved in program, program staff, trainees, (In-service Training Impact Instrument).

PROGRAM COMPONENTS	DECISION/QUESTIONS	INFORMATION NEEDED
Overall Program/Project Impact	Was the lenth of the training program appropriate for training purposes?	Evidenced by feedback during training program; question trainee at close of training program.
	Were chosen curriculum topics covered in enough depth?	Same
	Were there areas of major concern not covered in the curriculum?	Same
	Were there duplications and overlap in content material?	Same
	Were there enough audio-visual aids?	Same
	Were there a sufficient number of related resource materials available to trainees?	Same
	Were trainees satisfied with the training experience, particularly the training modality?	Evidenced by feedback during training progra question trainee at close of training program (Final Evaluation Form)
Replication	Should this training program be replicated in future years?	Evidenced by feedback during and at end of program; feedback from advisory committee (Final Evaluation Form
Replication	What recommended changes did trainees make for future training program?	Evidenced by feedback during and after train ing program (Final Evaluation Form). Ques tion trainee at close of training program
Overall Program	How was training program rated overall?	Same
	What was the recommended length of time for training sessions?	Same
Replication	What group of professionals are best served by the training purposes?	Same

PROGRAM COMPONENTS	DECISION/QUESTIONS	INFORMATION NEEDED
Replication/ Dissemination	What cooperative strategies work best? Community? University? School System? etc.	Same
	How to replicate and disseminate information about arts for the handicapped on national level?	Same
Replication	Which selected training group was more interested and more action-oriented? Which proved to be more aware of the needs of the handicapped? Which group(s) will act as change agents?	Feedback from trainees Final Evaluation Form. Site visits by proper staff, inspection of (Action Plan Follow-Up)

VI. ACCOMPLISHMENTS

An overview of the accomplishments of this three-year project is present in Figure 2. Each enabling task of the five major objectives is presented with pertinent year-end accomplishments noted. Following this descriptive report each project year is discussed and the significant events, including publications, conference implementation and impact related indices are presented.

Overview of Accomplishments
Figure 2

OBJECTIVE ONE

TASK I: Plan and refine implementation strategies for the inservice training model.

	Sub Tasks:	1st Year Outcome	2nd Year Outcome	3rd Year Outcome
1.1	To develop detailed implementation strategies for in-service training model	Training model Developed.	Working Model for Year Two.	Implemented
1.2	To implement training model through a series of national and regional conferences and workshops		8 Conferences were held.	6 Comferences were held and tech. asst. given by AHRIN
1.3	To plan and conduct orientation meeting with project advisory team to review results of first project year and refine plans for second year	Meeting planned and Conducted	Conference Report	
1.4	To conduct periodic assessment of impact training model through seminars, conferences and feedback data		Interim Progress Report Continuation Request	Evaluation Report
1.5	To broaden national awareness and understanding of training model through participation in national, state, regional workshops and conferences	Attendance at National, State, Regional Conferences	Same	Same
1.6	To review impact of training model.		3rd Party Evaluation Report	Evaluation Report
1.7	To outline plans for thirs year implementation of training program		Interim Progress Report	

Figure 2 (continued)

OBJECTIVE TWO

TASK 2: (National Focus)

To conduct preliminary tests of effectiveness of training model through specifically designed designed national training workshops and seminars

Sub Tasks		1st Year Outcome	2nd Year Outcome	3rd Year Outcome
2.1	To develop and implement national training conferences to broaden awareness and understanding of arts education programs for the handicapped	Plan developed	Identification of long and short range goals, newsletter	Continuation of 2nd year outcome
2.2	To develop guidelines for implementation of nationwide arts education programs through national training workshop	Guidelines developed	VSAF Training Manual	Refinement of VSAF Training Manual
2.3	To define specific issues and strategies related to training of arts educators in implementation of arts education programs for handicapped students through a national seminar.	Issues defined	Conference Report, Slide Tape	Implementation of Conferences and AHRIN
2.4	To identify specific strategies for utilizing regional model projects as national training network and resources through a national training conference	Strategies identified	Resource Manual, Slide Tape, Case Study Book	AHRIN implemented
2.5	To identify specific issues and strategies related to training of special educators in implementation of arts education programs for handicapped students through a national seminar	Identify issues and strategies	Conference Report	Conferences conducted, AHRIN implemented

Figure 2 (continued)

TASK 3: (Regional Focus)

Sub Tasks:		1st Year Outcome	2nd Year Outcome	3rd Year Outcome
3.1	University Arts and Education Personnel To develop understanding of scope and nature of arts education programs for handicapped		Conference Report	Follow-up contact with University participants.
3.2	To design model implementation strategies for university based implementation	Ideas Identified	Strategies Implemented via conference	
3.3	State Arts and Education Personnel To design and implement training workshop for selected state arts and education personnel to develop understanding of scope and nature of arts education programs for the handicapped		Model State Plan	Conference conducted
3,4	To design model implementation strategies for state planning and implementation		Model State Plan	
3.5	Local Arts and Education Personnel To design and implement training workshop for selected local arts and education personnel to develop understanding of scope and nature of arts education programs for the handicapped	Develop strategy format	Teacher Newsletter "Phantasmagoria" Model Site conference	3rd revision of "Phantasmagoria continued use of Newsletter
3.6	To design model implementation strategies for local program planning and implementation	Develop strategy format	Teacher Newsletter "Phantasmagoria" Model Site conference	Model Site Conference and VSAF coordinators conference

Figure 2 (continued)

OBJECTIVE THREE

TASK 4: (Technical Assistance Focus)
To establish national Technical Assistance Network to provide information and follow up assistance for implementing arts education programs for the handicapped

Sub Tasks:		1st Year Outcome	2nd Year Outcome	3rd Year Outcome
4.1	To develop and implement conference feedback and evaluation	Evaluation instruments developed	Evaluation Report, Resource Manual	Continuation of Evaluation/ Monitoring of Project
4.2	To establish national and regional technical assistance strategies	develop strategies for technical assistance	Resource Manual, initiation of AHRIN	Continuation of AHRIN
4.3	To design and disseminate conference reports and materials which highlight major intent of each session to all trainees	Design strategy	Resource Manual Option - Conference Report/ Newsletter/ Other	Disseminate Conference Evaluation reports, Interim progress reports
4.4	Contact key participants (after Project conferences) to determine their Staff continuing needs for technical assistance and consultation regarding arts programs for the handicapped	Design strategy	Resource Manual	Follow up reports, impact statements

Figure 2 (continued)

OBJECTIVE FOUR

TASK 5: Replication and Dissemination

To disseminate materials and conduct a series of replication workshops and programs working in cooperation with selected appropriate national organizations.

Sub Tasks:		1st Year Outcome	2nd Year Outcome	3rd Year Outcome
5.1	American Theatre Assn.		Through increased involvement in development of arts programs for handicapped children and youth the NCAH was represented at each of these conferences during years I, II and III of the AIS Project	
5.2	Special Olympics			
5.3	Curriculum Conference			
5.4	Alliance for Arts Education Regional			
5.5	National Recreation and Park Association			
5.6	National Association of State Directors of Special Education			
5.7	National Music Therapy Association			
5.8	Art Therapy Association			
5.9	Alliance for Arts Education Regional			

Figure 2 (continued)

OBJECTIVE FOUR

TASK 5: (continued)

Sub Tasks:		1st Year Outcome	2nd Year Outcome	3rd Year Outcome
5.10	Alliance for Arts Education Regional		Through increased involvement in development of arts programs for handicapped children and youth the NCAH was represented at each of these conferences during years I, II and III of the AIS Project.	
5.11	Alliance for Arts Education Regional			
5.12	National Art Education Association			
5.13	National Dance Association (American Assoc. Health, Phys. Ed., and Recreation)			
5.14	Music Educators National Conference			
5.15	Council on Exceptional Children			

Figure 2 (continued)

OBJECTIVE FIVE

TASK 6: Evaluation

To evaluate effectiveness and impact of arts for handicapped leadership training model

Sub Tasks:		1st Year Outcome	2nd Year Outcome	3rd Year Outcome
6.1	To develop overall planning and design of national and regional training programs	Develop planning design.	Use of Evaluation Instruments & report generation	Impact evaluation 3rd party circulation report
6.2	To design all evaluation instruments and strategies	Instruments developed	Evaluation instruments implemented	Continued use of evaluation instruments
6.3	To design implementation of conference follow-up instruments	Instruments designed	Follow-up instruments employed	Continued use of instruments to measure impact
6.4	To evaluate trainees with regard to growth in leadership and understanding of scope and nature of arts education for the handicapped		Interim progress report	Follow-up contact with conference participants
6.5	To evaluate follow-up and feedback information and strategies		Follow-up(s) conducted	Feedback and follow-up conducted
6.6	To design and formulate three year training model	Model designed		
6.7	To administer evaluation instruments and tabulate evaluation data		Instruments administered and data tabulated	Instruments administered and data tabulated
6.8	To monitor training programs on site		Follow-up phone contact	Follow-up contact of conference participants and AHRIN Tech.

Figure 2 (continued)

OBJECTIVE FIVE

TASK 6: (continued)

Sub Tasks:		1st Year Outcome	2nd Year Outcome	3rd Year Outcome
6.9	To provide third party evaluation services on effectiveness of training programs	Evaluation model developed	Training evaluated	Evaluation and report generation for each training conference
6.10	To evaluate impact of training model workshops		Impact evaluated	Over all impact of program gauged

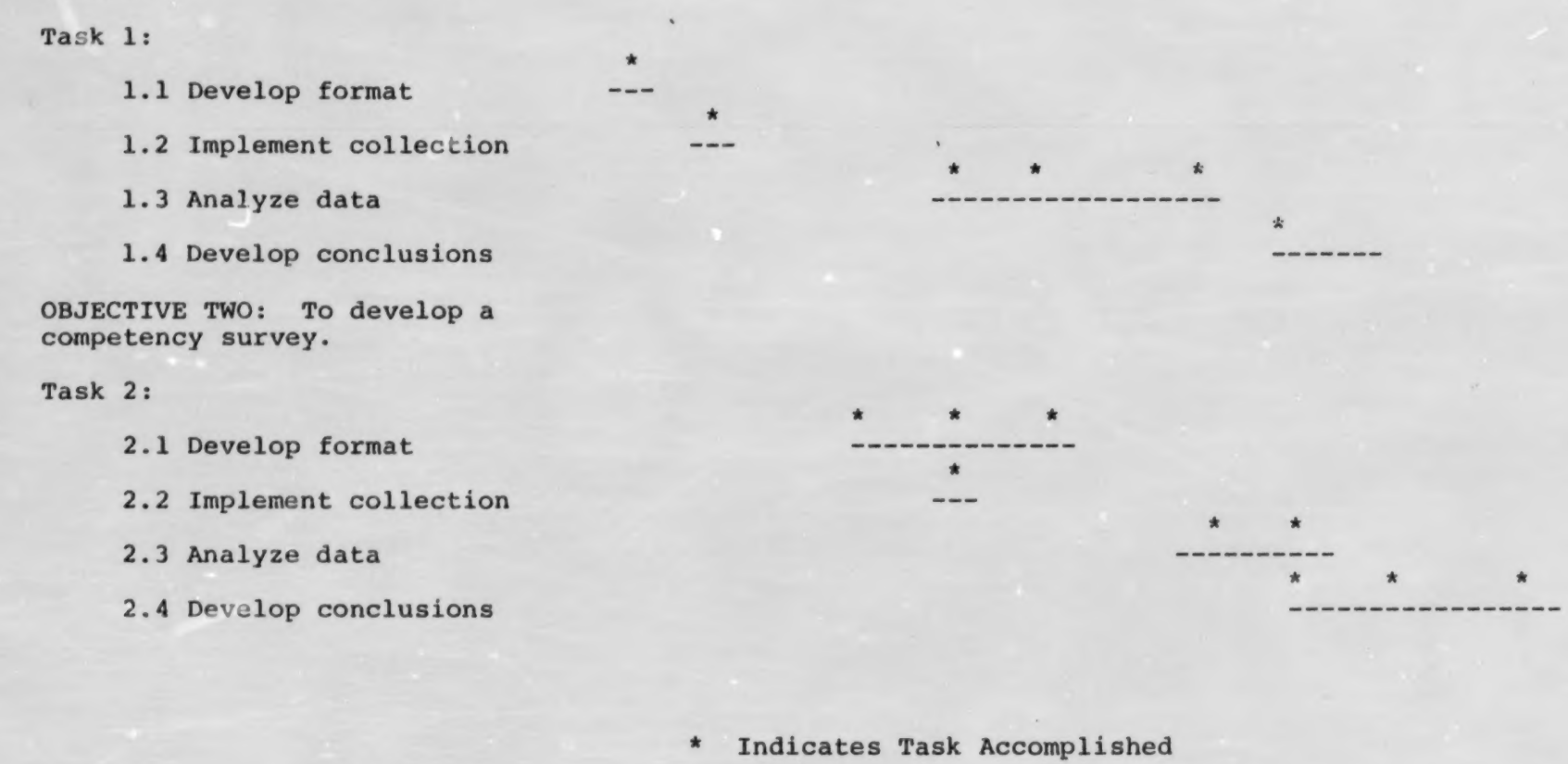
A. ACCOMPLISHMENTS YEAR ONE

Timeline/Milestone and Accomplishments Graph

The Timeline/Milestone Chart (Figure 3) indicates the completed tasks for year one. Following this, a graph (Figure 4) describes the accomplishments related to the events for year one. The Timeline/Milestone Chart and Accomplishments Graph reflect the total efforts of the training project during year one. In addition, a narrative summary of completed tasks during year one is presented.

FIGURE 3
Timeline/Milestone

This figure succinctly depicts the accomplishments of events and development of relevant products for each objective and task for year one.



* Indicates Task Accomplished

FIGURE 3 (Continued)

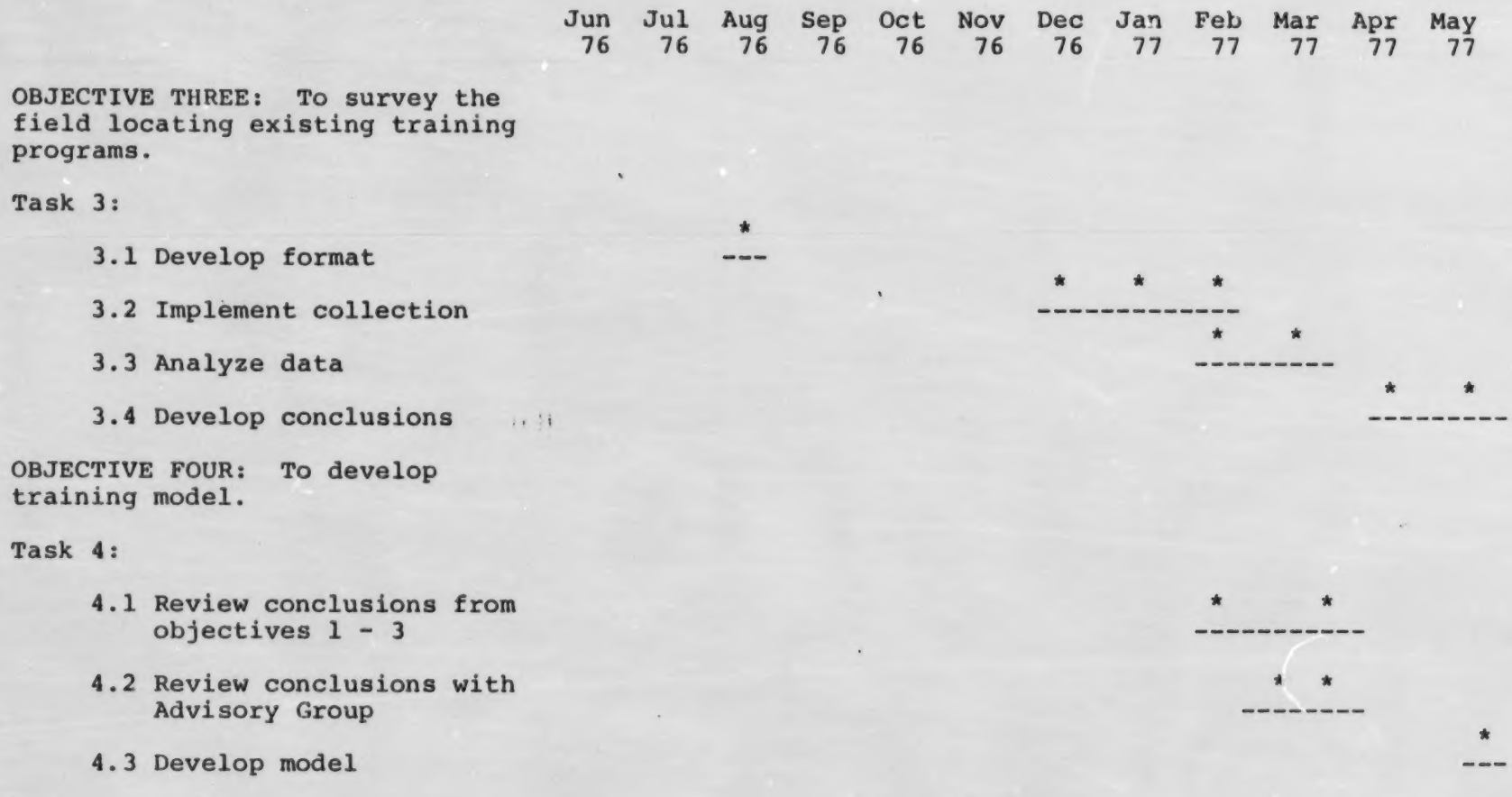


FIGURE 4
Accomplishments Related to Year One Objectives

Objectives/Sub-tasks		1st Year Outcomes Accomplished
OBJECTIVE ONE		
Task 1:	To develop a comprehensive literature search	
1.1	To develop format	Literature search completed
1.2	To implement collection	
1.3	To analyze data	
1.4	To develop conclusions	
OBEJCTIVE TWO		
Task 2:	To develop a competency survey	
2.1	To develop format	Competency survey completed
2.2	To implement collection	
2.3	To analyze data	
2.4	To develop conclusions	
OBJECTIVE THREE		
Task 3:	To survey the field locating existing training programs	
3.1	To develop format	Survey of the field completed
3.2	To implement collection	
3.3	To analyze data	
3.4	To develop conclusions	
OBJECTIVE FOUR		
Task 4:	To develop a training model	
4.1	Review conclusion from objectives 1 - 3	Training model developed
4.2	Review conclusions with Advisory Group	
4.3	Develop model	

1. Summary of Year One

As is usually true of planning programs, there were some surprises. The burgeoning interest in arts for the handicapped and the rapidly accelerating momentum of excitement in what arts can do for handicapped individuals were gratifying. The relative paucity of useful literature served as an impetus to add to that body of available resources.

It is no surprise, however, to find that eagerness and excitement do not, in themselves, represent knowledge and that the surveys revealed many information and training needs. It is clear that those training needs must be carefully met using materials and techniques which capture and channel the excitement so that it can be translated into effective teaching.

Literature Search

Examination of the bibliography resulting from the literature search revealed a scarcity of material for use in preparing personnel to teach arts to handicapped children. Many of the citations mentioned art or music very briefly and some citations were too general to be of any value at all. Dance and drama were rarely cited and the bulk of the material was directed to the mentally retarded or the sensory impaired.

Conclusions of this completed task are summarized as follows:

1. Available literature must be used cautiously for training purposes.

2. In order to carry out leadership training in the area of arts for the handicapped, new print and audio-visual materials must be developed.

3. These materials need to focus on all the arts - music, dance, drama and the visual arts.

4. These materials need to focus on all handicapping conditions, mental, physical ,sensory and emotional - mild, moderate and severe.

Surveys

A review of the two surveys indicated the readiness of educators to include the arts in programs for the handicapped child and a cautious note to proceed with the development of a long list of competencies.

Competencies Survey

Results of the competencies survey indicated that work experience is believed to be the best means of developing competencies rather than university training. Since each of the competencies described was viewed as significant, the need for extensive training is apparent. Arts educators must have opportunities to learn about handicapping conditions, especially those needs, characteristics and problems that directly affect participation of handicapped children in arts programs. Special educators need to learn about instructional approaches and innovative activities using the arts in the classroom.

Conclusions of this task indicated that:

1. A series of workshops and/or conferences must be planned.

2. Strategies for developing competencies must be prepared, tested and evaluated.

3. Arts educators need to be trained for competencies in working with children who have handicapping conditions.

4. Special educators need to be trained for competencies in planning for and implementing arts education in their classrooms.

Survey on Existing Training Programs and Resources

Interpretation of the results of the existing training programs and resources survey leads to the following conclusions:

1. Lack of information or misinformation is widespread. Misperceptions are rampant.

2. An effective technique for disseminating information to the state administrators in arts education and special education needs to be developed.

3. A packaged training program in arts for the handicapped would be well received and fully utilized if it were of high quality.

4. The highest priorities should be accorded the training of arts specialists to work with the handicapped and the training of special educators to work in the arts, with a third priority for the training of administrators to be more aware of the role of the arts in educating the handicapped child.

Training Program Model

Interpretation of the results of the competency survey, literature search and the existing training programs netted the initial training program model. The model was also developed as a result of utilizing the overall first year conclusions and questions raised. During the first year, the components of a training program model were studied and developed. More refinement was necessary to actually develop a workable model.

Overall Conclusions

The overall conclusions of the planning year indicated the following:

1. There is a significant amount of interest in arts programming for handicapped children.

2. There has been a general absence of preparation for personnel to teach the arts to handicapped children.

3. A training vehicle needs to be developed that is challenging and rewarding and that utilizes the eagerness and excitement that currently exists in the field.

4. A wide range of personnel need to be involved in such training.

Questions Raised

These conclusions raise a group of questions that need to be answered if we are to meet the training needs of arts educators and answered if we are to meet the training needs of arts educators and special educators who will offer arts to the handicapped child.

1. What curriculum materials should be developed to train special educators being introduced to the arts? Print? Audio-visuals?

2. What curriculum materials should be developed to train arts educators being introduced to the handicapped? Print? Audio-visuals?

3. What training modality is more effective? Workshops? Lectures? Experiences?

4. What is the best mix of personnel for training purposes?

5. What is the optimum length for training sessions?

6. What cooperative strategies work best? Community? University? School system? Some other?

7. What is the best way to disseminate information about arts for the handicapped on a national basis? Newsletters? Brochures? Informative packets? National media?

8. What curriculum materials for use with children need to be developed to aid arts educators and special educators in offering arts to the handicapped child?

9. What is the best way to evaluate the effectiveness of instruction? To arts educators? To handicapped children? In the area of arts for the handicapped?

2. Evaluation-Project Impact

Evidence of what is happening (i.e. publications, the emergence of new programs, speaking engagements, letters of support resulting from national and regional conferences) has been recorded as sources of impact and indices of project effectiveness. Evaluation strategies in the form of questionnaires geared to delineating changes in conference participants' behavior were sent out.

NCAH developed a slide/tape presentation entitled, "Who Are the Handicapped?", which was distributed to nine model programs. Numerous requests were received by educators throughout the nation asking for additional copies.

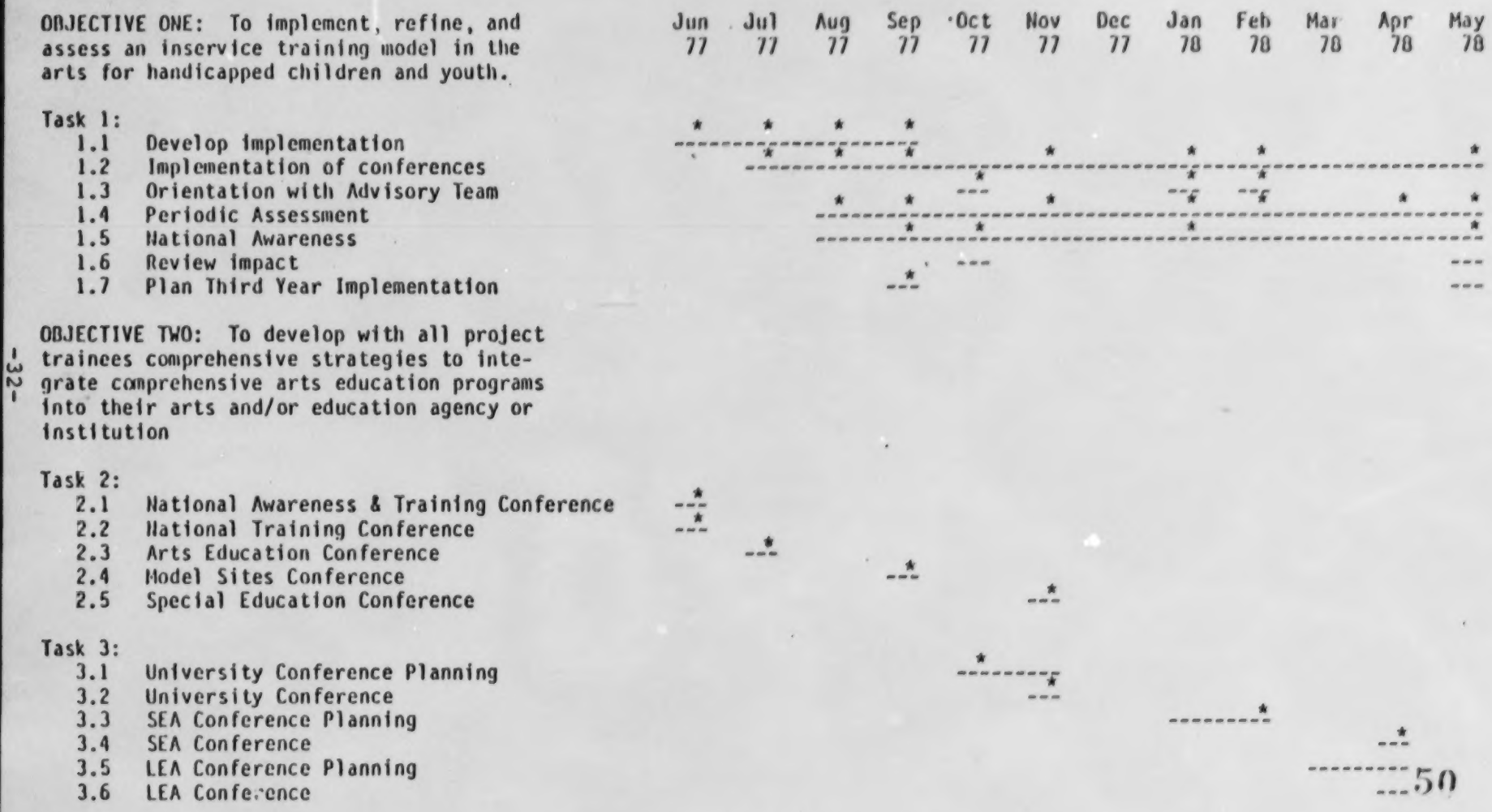
B. ACCOMPLISHMENTS - YEAR TWO

Timeline/Milestone and Accomplishments Graph

The Timeline/Milestone Chart (Figure 5) indicates the completed conferences for year two. Following this, a graph (Figure 6) describes the accomplishments related to the events for year two. The Timeline/Milestone Chart and Accomplishments Graph reflect the total efforts of the training project during year two.

FIGURE 5
Timeline/Milestones

This figure succinctly depicts the accomplishments of events and development of relevant products for each objective and task for year two.


OBJECTIVE ONE: To implement, refine, and assess an inservice training model in the arts for handicapped children and youth.
Jun 77
Jul 77
Aug 77
Sep 77
Oct 77
Nov 77
Dec 77
Jan 78
Feb 78
Mar 78
Apr 78
May 78
Task 1:
1.1 Develop implementation
1.2 Implementation of conferences
1.3 Orientation with Advisory Team
1.4 Periodic Assessment
1.5 National Awareness
1.6 Review impact
1.7 Plan Third Year Implementation
OBJECTIVE TWO: To develop with all project trainees comprehensive strategies to integrate comprehensive arts education programs into their arts and/or education agency or institution
Task 2:
2.1 National Awareness & Training Conference
2.2 National Training Conference
2.3 Arts Education Conference
2.4 Model Sites Conference
2.5 Special Education Conference
Task 3:
3.1 University Conference Planning
3.2 University Conference
3.3 SEA Conference Planning
3.4 SEA Conference
3.5 LEA Conference Planning
3.6 LEA Conference

*Indicates Task Accomplished

FIGURE 5 (Continued)

	Jun 77	Jul 77	Aug 77	Sep 77	Oct 77	Nov 77	Dec 77	Jan 78	Feb 78	Mar 78	Apr 78	May 78
OBJECTIVE THREE: To establish national technical assistance network to provide information and follow up assistance for implementing arts education programs for handicapped children and youth via P.L. 94-142.												
Task 4:												
4.1 Development & Implementation Instruments	*	*	*	*	*	*		*	*	*		*
4.2 Establish Technical Assistance	*	*	*	*	*							
4.3 Dissemination	*	*	*	*	*	*	*	*	*	*	*	*
4.4 Follow-up					*							
OBJECTIVE FOUR: To replicate model training experiences through a variety of dissemination and documentation strategies.												
Task 5:												
5.1 American Theatre Association			*									
5.2 Special Olympics			---									
5.3 Curriculum Conference					*							
5.4 Alliance for Arts Ed. Regional					*							
5.5 National Recreation & Park Assoc.					*							
5.6 National Assoc. of State Directors of Special Education					*							
5.7 National Music Therapy Assoc.					---							
5.8 Art Therapy Association					---							
5.9 Alliance for Arts Ed. Regional								*				
5.10 Alliance for Arts Ed. Regional										*		
5.11 Alliance for Arts Ed. Regional										*		
5.12 National Art Education Assoc.										*		
5.13 National Dance Association (Amer. Assoc. H, PE, & R)											*	

*Indicates Task Accomplished

FIGURE 5 (Continued)

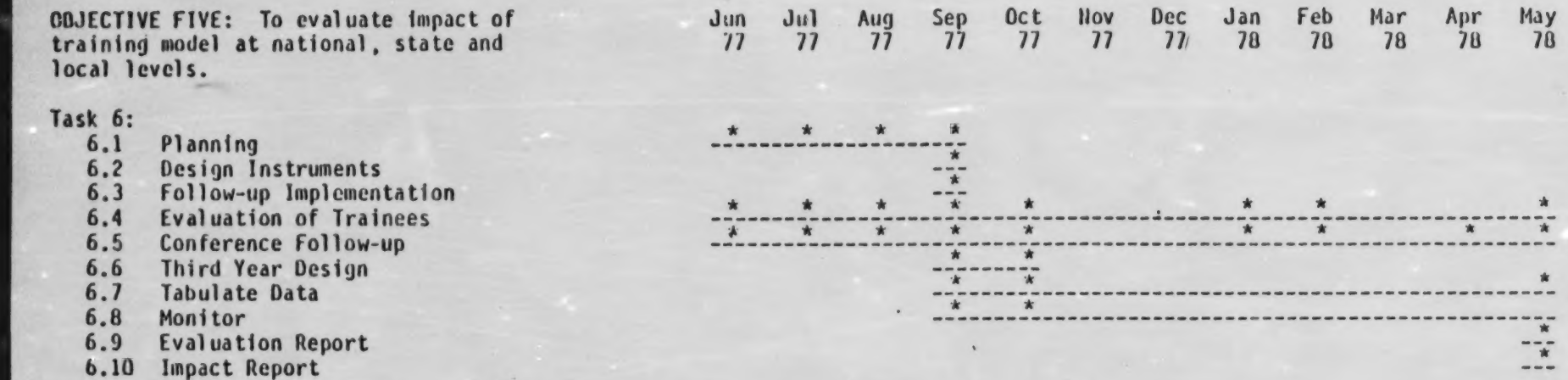


FIGURE 6

The Accomplishments Related to the Events for Year Two

OBJECTIVE/Sub Tasks		2nd Year Outcomes Accomplished
OBJECTIVE ONE		
Task 1:	Plan and refine implementation strategies for the inservice training model	
1.1	To develop detailed implementation strategies for inservice training model	Working model for year two
1.2	To implement training model through a series of national and regional conferences and workshops	Interim Report October 1977
1.3	To plan and conduct orientation meeting with project advisory team to review results of first project year and refine plans for second year	Conference Report
1.4	To conduct periodic assessment of impact training model through seminars, conferences, and feedback data	Interim Report/ Continuation Request
1.5	To broaden national awareness and understanding of training model through participation in national, state, regional workshops and conferences	Consortia Structure (University, State & Local)
1.6	To review impact of training model	Interim Report October 1977 Interim Report June 1978
1.7	To outline plans for third year implementation of training program	Interim Report

FIGURE 6 (Continued)

OBJECTIVE/Sub Tasks		2nd Year Outcomes Accomplished
OBJECTIVE TWO Task 2:	(National Focus) To conduct preliminary tests of effectiveness of training model through specifically designed national training workshops and seminars.	
2.1	To develop and implement national training conference to broaden awareness and understanding of arts education programs for the handicapped	Identification of long and short range goals, newsletter
2.2	To develop guidelines for implementation of nationwide arts education programs through national training workshop	VSAF Training Manual
2.3	To define specific issues and strategies related to training of arts educators in implementation of arts education programs for handicapped students through a national seminar	Conference Report, Slide Tape
2.4	To identify specific strategies for utilizing regional model projects as national training network and resources through a national training conference	Resource Manual, Slide Tape, Case Study Book
2.5	To identify specific issues and strategies related to training of special educators in implementation of arts education programs for handicapped students through a national seminar	Conference Report

FIGURE 6 (Continued)

OBJECTIVE/Sub Tasks		2nd Year Outcomes Accomplished
OBJECTIVE TWO - Task 3: (Regional Focus)		
3.1	University Arts and Education Personnel - To develop understanding of scope and nature of arts education programs for the handicapped	Conference Planning Training Conference November 1977
3.2	To design model implementation strategies for university based implementation	Conference Report
3.3	State Arts and Education Personnel - To design and implement training workshop for selected state arts and education personnel to develop understanding of scope and nature of arts education programs for the handicapped	Training Conference February 1978
3.4	To design model implementation strategies for state planning and implementation	Model State Plan
3.5	Local Arts and Education Personnel - To design and implement training workshop for selected local arts and education personnel to develop understanding of scope and nature of arts education programs for the handicapped	Training Conference April 1978
3.6	To design model implementation strategies for local program planning and implementation	Teacher Newsletter: "The Whole Arts for the Handicapped Newspaper"

FIGURE 6 (Continued)

OBJECTIVES/Sub Tasks		2nd Year Outcomes Accomplished
OBJECTIVE THREE Task 4: (Technical Assistance Focus) To establish national Technical Assistance Network to provide information and follow up assistance for implementing arts education programs for the handicapped		
4.1	To develop and implement conference feedback and evaluation	Evaluation Report, Resource Manual
4.2	To establish national and regional technical assistance strategies	Resource Manual
4.3	To design and disseminate conference reports and materials which highlight major intent of each session to all trainees	Resource Manual, Option - Conference Report/Newsletter/ Other
4.4	Contact key participants (after project conferences) to determine their staff continuing needs for technical assistance and consultation regarding arts programs for the handicapped	

FIGURE 6 (Continued)

OBJECTIVE/Sub Tasks		2nd Year Outcomes Accomplished
OBJECTIVE FOUR		
Task 5:	Replication and Dissemination To disseminate materials and conduct a series of replication workshops and programs working in cooperation with selected appropriate national organizations	
5.1	American Theatre Association	
5.2	Special Olympics	Increased involvement in
5.3	Curriculum Conference	
5.4	Alliance for Arts Education Regional	development of arts programs
5.5	National Recreation and Park Association	
5.6	National Association of State Directors of Special Education	for handicapped children
5.7	National Music Therapy Association	
5.8	Art Therapy Association	and youth
5.9	Alliance for Arts Education Regional	
5.10	Alliance for Arts Education Regional	
5.11	Alliance for Arts Education Regional	
5.12	National Art Education Association	
5.13	National Dance Association (American Association Health, Physical Education, and Recreation	
5.14	Music Educators National Conference	
5.15	Council on Exceptional Children	

FIGURE 6 (Continued)

OBJECTIVE/Sub Tasks		2nd Year Outcomes Accomplished
OBJECTIVE FIVE Task 6:	Evaluation To evaluate effectiveness and impact of arts for handicapped leadership training model	
6.1	To assist in overall planning and design of national and regional training programs	Evaluation Instruments
6.2	To design all evaluation instruments and strategies	Evaluation Instruments
6.3	To design implementation of conference follow-up instruments	Follow-up Instruments
6.4	To evaluate trainees with regard to growth in leadership and understanding of scope and nature of arts education for the handicapped	Interim Report
6.5	To evaluate follow-up and feedback information and strategies	Interim Report
6.6	To assist in design and formulation of three year training model	Continuation Request
6.7	To administer evaluation instruments and tabulate evaluation data	Summary of Evaluation Results
6.8	To monitor training programs on site	Conference Report
6.9	To provide third part evaluation services on effectiveness of five training programs	Interim Report
6.10	To evaluate impact of training model workshops	Interim Report

1. Conferences

State Coordinators' Training Conference

On June 27, 1979, a training conference for state coordinators was held at the NEA Building in Washington, D.C. Fifty-one persons participated in discussion of promotion, program and planning for the implementation of current arts for the handicapped programs and identified future needs and strategies. The meetings were highlighted by special presentations of exemplary programs.

National Awareness Conference

On June 28, 1979, a conference on national awareness was held at the Kennedy Center in Washington, D.C. One hundred forty-six nationally known arts leaders and special educators were presented a series of reports on the programs of The National Committee, Arts for the Handicapped. Dr. Ernest Boyer, Commissioner of Education, addressed the group with a restating of his personal commitment to and support of arts for the handicapped. Discussion groups dealt with the topics of developing cooperative relationships and dissemination strategies and identifying future needs and directions.

Symposium on "The Arts Educator and Children with Special Needs"

On July 28 and 29, 1977, at a small developmental conference held at the Kennedy Center in Washington, D.C., eight conference delegates presented position papers dealing with the issues and problems with which arts educators must cope when dealing with special populations. On the second day of the conference, fourteen observers joined in the discussions on training program formats, techniques and resources.

Model Sites Developmental Training Conference

On September 25-27, 1977, a conference focusing on the formulation of documentation, dissemination, evaluation and communication strategies was held at the Ramada Inn in Alexandria, Virginia. Forty-two persons representing arts educators, special educators and administrators dealt with the issues of developing regional structures, forming evaluation strategies and utilizing documentation and dissemination. This conference agenda included the active participation of a portion of the conferees in an ongoing arts for the handicapped program.

University Training Conference

On November 15 and 16, 1977, a conference was held in New Haven, Connecticut at the University of Southern Connecticut. There were 25 participants who represented arts and education personnel from universities responsible for training future arts educators as well as artists and special educators. This conference focused on exemplary training programs and strategies for developing and implementing pre-service and in-service arts for handicapped training programs.

Arts for Everyone Seminar

On January 18, 1978, NCAH and the Smithsonian Institution sponsored a joint national awareness conference at the Smithsonian in Washington, D.C. There were 67 attendees who represented presidents and directors from a variety of organizations and consumer groups with a large handicapped constituency.

Very Special Arts Festival (VSAF) Coordinators' Conference

From January to February 1978, three regional conferences were held in Miami, Florida; Rockford, Illinois; and Stockton, California. The 26 participants were VSAF coordinators and key staff members. The focus of these conferences was to review implementation of current VSAF programs and plan strategies to improve future VSAFs.

State Directors' Conference

In May 1978, State Directors of Arts and Education Programs attended a conference in Arlington, Virginia. The purpose of this conference was to assess the present level of state invovlement in arts for the handicapped. In addition, exemplary programs were highlighted, and individual state planning strategies were developed.

2. Publications

A number of publications have been developed by NCAH, either as an outgrowth of the project or in response to specific requests for information. These publications are available to the public upon request.

Some Random Clippings
(First Edition)

A collection of newspaper clippings, articles and speeches related to arts opportunities for handicapped children and youth.

Arts and the Handicapped: Current Legislation, A Conference Report

A conference report on a model mini-conference designed to inform and educate arts and special education personnel on the impact of recent federal legislation on the development of arts programs for handicapped people.

Arts Brochures

Four multi-colored borchures which describe why art, music dance and drama are important to the lives of handicapped people. The cover designs are reproductions of art work created by handicapped children.

Phantasmagoria (Second Edition)

A resource guide to people, places, materials related to the development of programs for handicapped children and youth.

The VSAF Planning Guide

A working guide for arts festival coordinators to assist in planning, implementing and evaluating arts festivals for handicapped and non-handicapped children and youth.

Federal Legislation, The Arts and Handicapped People (First Edition)

An explanation of Section 504 of the Rehabilitation Act of 1975 and the Education of All Handicapped Children Act (P.L. 94-142) and their relationship to arts programming for handicapped people.

Arts for the Handicapped Why?

A collection of personal statements and case studies by parents, arts educators and arts therapists which describe the impact of the arts on the development of handicapped children and youth.

What is the State of Arts Research?

A review of the research in the field of arts for the handicapped prepared by William Kalenius, Jr., for a research seminar coordinated by The Bureau of Education for the Handicapped and The National Committee, Arts for the Handicapped.

Arts for Learning Cards

A collection of teaching strategies in basic skills using art, music, dance and drama.

Rainbows

A bi-monthly newsletter for teachers, recreation leaders, parents, or anyone looking for ideas about arts programming for handicapped children and youth.

The Whole VSAF Catalog

A workbook to assist arts festival coordinators in developing promotion, public relations and fund raising strategies.

Arts for the Handicapped: Developing a National Direction

A conference report, resulting from a research seminar coordinated by The Bureau of Education for the Handicapped and NCAH, including invited papers by leading arts educators and special educators addressing issues related to the current state of arts research for the handicapped. Conclusions, projections and implications for the future of arts research complete this monograph.

Federal Legislation, The Arts and Handicapped People

Questions and answers concerning the impact of P.L. 94-142, "The Education for All Handicapped Children Act" and Section 504 of P.L. 93-112, "The vocational Rehabilitation Act of 1973" on the implementation and accessibility of arts programs for handicapped people.

3. Replication and Dissemination

A number of NCAH staff have addressed regional, national and international conferences and panels. Figure 5, Objective four, indicates those conferences and workshops attended by the project staff.

4. Manuals

The field tested version of "How to Conduct a Model Site Coordinators' Training Conference" is in the final stages of development and will be published in January, 1979.

5. Evaluation

The Third-Party Evaluation Report by Special Education and Rehabilitation Systems and Kidstuff, both of Washington, D.C., summarizes the NCAH year-two program evaluation procedures and findings. (See Section VI - B of this report for a detailed analysis.)

C. ACCOMPLISHMENTS YEAR THREE

Timeline/Milestone and Accomplishments Graph

The Timeline/Milestone Chart (Figure 7) indicates the completed conferences and technical assistance services provided for year three. Following this, a graph (Figure 8) describes the accomplishments related to the events for year three. The Timeline/Milestone Chart and Accomplishments Graph reflect the total efforts of the training project during year three.

FIGURE 7
Timeline/Milestone Chart

	Jun 78	Jul 78	Aug 78	Sep 78	Oct 78	Nov 78	Dec 78	Jan 79	Feb 79	Mar 79	Apr 79	May 79	Jun 79
OBJECTIVE ONE: To implement, refined, and assess an in-service training model in the arts for handicapped children and youth.													
Task 1:													
1.1 Develop implementation	*	*	*	*									
	----------			----------									
1.2 Implementation of conferences						*		*	*			*	
						----------		----------	----------			----------	
1.3 Orientation with Advisory Team					*								

1.4 Periodic Assessment						*		*	*			*	
						----------		----------	----------			----------	
1.5 National Awareness						*		*	*		*		
						----------		----------	----------		----------		
1.6 Review Impact												*	*

OBJECTIVE TWO: To develop with all project trainees comprehensive arts education programs into their arts and/or education agency or institution.													
Task 2:													
2.1 National Awareness and Training Conference						*		*	*				

2.2 Model Sites Conference					*							*	
				----------								----------	

*Indicates Task Accomplished

FIGURE 7 (Continued)

	Jun 78	Jul 78	Aug 78	Sep 78	Oct 78	Nov 78	Dec 78	Jan 79	Feb 79	Mar 79	Apr 79	May 79	Jun 79
Task 3:										*			
3.1 SEA Confernce Planning									---	---			
3.2 SEA Conference											*		
									---	---	---		
OBJECTIVE THREE: To establish national technical assistance network to provide information and follow up assistance for implementing arts education programs for handicapped children and youth via P.L. 94-142.													
Task 4:													
4.1 Development and Implementation of Instruments						*		*	*			*	
						---	---	---	---	---	---	---	---
4.2 Establish Technical Assistance	*												

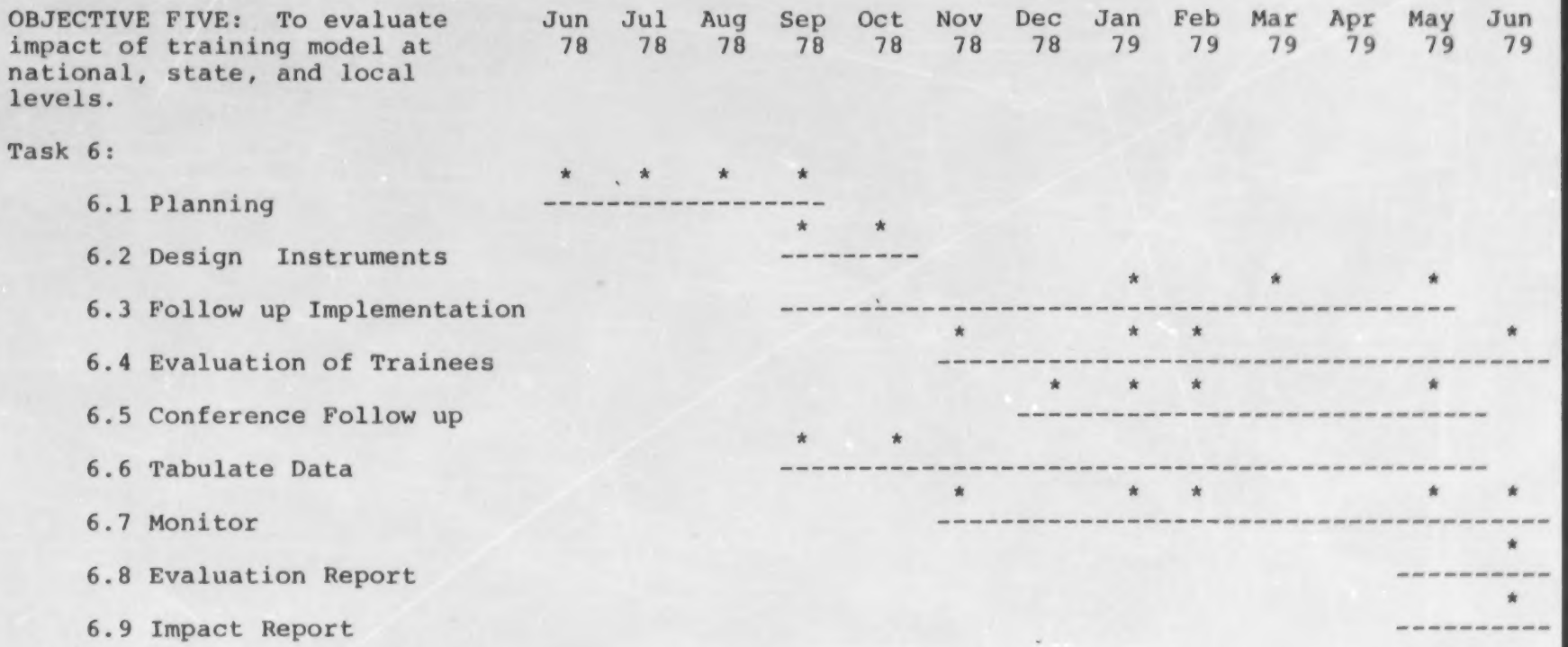
4.3 Implement technical Assistance	*	*	*	*	*	*	*	*	*	*	*	*	
	---	---	---	---	---	---	---	---	---	---	---	---	---
4.4 Dissemination	*	*	*	*	*	*	*	*	*	*	*	*	
	---	---	---	---	---	---	---	---	---	---	---	---	---
4.5 Follow up					*					*		*	*
	---	---	---	---	---	---	---	---	---	---	---	---	---
OBJECTIVE FOUR: To replicate model training experiences through a variety of dissemination and documentation strategies.													

*Indicates Task Accomplished

FIGURE 7 (Continued)

	Jun 78	Jul 78	Aug 78	Sep 78	Oct 78	Nov 78	Dec 78	Jan 79	Feb 79	Mar 79	Apr 79	May 79	Jun 79
Task 5:													
5.1 American Theatre Association			* ---										
5.2 Special Olympics			---										
5.3 Curriculum Conference					* ---								
5.4 Alliance for Arts Education Regional					* ---								
5.5 National Recreation and Park Association					* ---								
5.6 National Association of State Directors of Special Education					* ---								
5.7 National Music Therapy Association					---								
5.8 Art Therapy Association					---								
5.9 Alliance for Arts Education Regional							---						
5.10 Alliance for Arts Education Regional										---			
5.11 Alliance for Arts Education Regional										* ---			
5.12 National Art Education Association										---			
5.13 National Dance Association											---		

FIGURE 7 (Continued)



*Indicates Tasks Accomplished

FIGURE 8

The Accomplishments Related to the Events for Year Three

OBJECTIVE/Sub Tasks		3rd Year Outcomes Accomplished
OBJECTIVE ONE Task 1:	Plan and refine implementation strategies for the in-service training model	
1.1	To develop detailed implementation strategies for inservice training model	
1.2	To implement training model through a series of national and regional conferences and workshops	6 Conferences held and Technical assistance provided by AHRIN sites
1.3	To plan and conduct orientation meeting with project advisory team to review results of first project year and refine plans for second year	
1.4	To conduct periodic assessment of impact training model through seminars, conferences, and feedback data	Evaluation Reports
1.5	To broaden national awareness and understanding of training model through participation in national, state, regional workshops and conferences	Attendance at national state and regional conferences
1.6	To review impact of training model	Review of Evaluation Reports
1.7	To outline plans for third year implementation of training program	

FIGURE 8 (Continued)

OBJECTIVE/Sub Task		3rd Year Outcomes Accomplished
OBJECTIVE TWO Task 2:	(National Focus) To conduct preliminary tests of effectiveness of training model through specifically designed national training workshops and seminars	
2.1	To develop and implement national training conference to broaden awareness and understanding of arts education programs for the handicapped	Identification of long and short range goals, newsletter
2.2	To develop guidelines for implementation of nationwide arts education programs through national training workshop	Refinement of VSAF Training Manual
2.3	To define specific issues and strategies related to training of arts educators in implementation of arts education programs for handicapped students through a national training conference	Implementation of Conferences and AHRIN technical assistance
2.4	To identify specific strategies for utilizing regional model projects as national training network and resources through a national training conference	AHRIN implemented
2.5	To identify specific issues and strategies related to training of special educators in implementation of arts education programs for handicapped students through a national seminar	Conferences conducted AHRIN implemented

FIGURE 8 (Continued)

OBJECTIVE/Sub Tasks		3rd Year Outcomes Accomplished
OBJECTIVE TWO Task 3:	(Regional Focus)	
3.1	University Arts and Education Personnel To develop understanding of scope and nature of arts education programs for the handicapped	Follow up contact with university participants
3.2	To design model implementation strategies for university based implementation	State leadership Conference conducted
3.3	State Arts and Education Personnel – To design and implement training workshop for selected state arts and education personnel to develop understanding of scope and nature of arts education programs for the handicapped	
3.4	To design model implementation strategies for state planning and implementation	
3.5	Local Arts and Education Personnel - To design and implement training workshop for selected local arts and education personnel to devel- of understanding of scope and nature of arts education programs for the handicapped	3rd revision of Phantasmagoria and continued use of the newletter
3.6	To design model implementation strategies for local program planning and implementation	Continuation of conference format Model Site Conference and VSAF Conference

FIGURE 8 (Continued)

OBJECTIVES/Sub Tasks		3rd Year Outcomes Accomplished
OBJECTIVE THREE Task 4:	(Technical Assistance Focus) To establish national Technical Assistance Network to provide information and follow-up assistance for implementing arts education programs for the handicapped	
4.1	To develop and implement conference feedback and evaluation	Continuation of Evaluation/ monitoring of project
4.2	To establish national and regional technical assistance strategies	Continuation of AHRIN
4.3	To design and disseminate conference reports and materials which highlight major intent of each session to all trainees	Disseminate conference evaluation forms, interim progress report
4.4	Contact key participants after project conferences) to determine their staff continuing needs for technical assistance and consultation regarding arts programs for the handicapped	Follow-up reports and impact statements

FIGURE 8 (Continued)

OBJECTIVE/Sub Tasks		3rd Year Outcomes Accomplished
OBJECTIVE FOUR Task 5:	Replication and Dissemination To disseminate materials and conduct a series of replication workshops and programs working in cooperation with selected appropriate national organizations	
5.1	American Theatre Assocation	Increased involvement in development of arts programs for handicapped children and youth. The National Committee, Arts for the Handicapped was represented at each of these conferences during year three.
5.2	Special Olympics	
5.3	Curriculum Conference	
5.4	Alliance for Arts Education Regional	
5.5.	National Recreation and Park Association	
5.6	National Association of State Directors of Special Education	
5.7	National Music Therapy Association	
5.8	Art Therapy Association	
5.9	Alliance for Arts Education Regional	
5.10	Alliance for Arts Education Regional	
5.11	Alliance for Arts Education Regional	
5.12	National Art Education Association	
5.13	National Dance Association (American Association Health, Physical Education, and Recreation)	
5.14	Music Educators National Conference	
5.15	Council on Exceptional Children	

FIGURE 8 (Continued)

OBJECTIVE/Sub Tasks		3rd Year Outcomes Accomplished
OBJECTIVE FIVE Task 6:	Evaluation effectiveness and impact of arts for handicapped leadership training model	
6.1	To develop overall planning and design of national and regional training programs	Impact evaluation, 3rd party evaluation report
6.2	To design all evaluation instruments and strategies	Continued use of evaluation instruments
6.3	To design implementation of conference follow-up instruments	Continued use of instruments to measure impact
6.4	To evaluate trainnes with regard to growth in leadership and understanding of scope and nature of arts eucation for the handicapped	Follow-up contact with conference participants
6.5	To evaluate follow-up and feedback information and strategies	Feedback and follow-up conducted
6.6	To design and formulation of three year training model	
6.7	To administer evaluation instruments and tabulate evaluation data	Instruments administered and data tabulated
6.8	To monitor training programs on site	Follow-up contact of conference participation and AHRIN technical assistance
6.9	To provide thrid part evaluation services on effectiveness of five training programs	Evaluation and report generation for each training conference
6.10	To evaluate impact of training model workshops	Overall impact of programs gauged

1. Conferences

Very Special Arts Festival (VSAF) Advisors' Conference

From November 1978 - June 1979, regional conferences were held in St. Louis and Washington, DC. There were 22 participants at these conferences. The focus of these conferences was to review implementation of current VSAF programs and to plan strategies for improvement and expansion of VSAF Programming.

VSAF Coordinators' Conference

Between January and February 1979, regional conferences were held in Phoenix, New Orleans and Atlanta. The 68 participants were VSAF coordinators and key staff members. The focus of these meetings was to review implementation of current VSAF programs and plan strategies for improvement and expansion of VSAF Programming.

Model Site Training Conference

On May 16-18, 1979, a conference focusing on the formulation of documentation, identification and dissemination strategies was held at Stockton, California. Twenty-six participants representing arts educators, special educators and administrators as well as AHRIN site coordinators dealt with issued of developing regional structures, forming evaluation strategies and utilizing documentation and dissemination.

State Leadership Conference

On June 3-5, 1979 directors of arts and education programs attended a conference in St. Louis. There were 22 state level participants and key NCAH staff members. The purpose of this conference was to provide information on arts for the handicapped to selected state leaders.

2. Technical Assistance System (AHRIN

In order to achieve objectives of the project, NCAH personnel provided continual technical assistance to arts and education personnel, organizations, and agencies. In this way, the national office focused on the need to train and assist people throughout the nation to implement arts programs for handicapped children and youth. This technical assistance system was utilized to enhance project implementation and to insure dissemination and replication throughout the nation.

NCAH technical assitance indluced both process (human interaction) and product (materials) strategies, such as:

- individual consultation through mail and/or telephone correspondence;
- large group/national training conferences;

- small group/regional training workshops and seminars;
- state and local conferences, workshops and seminars;
- slide, tape and film training packages;
- printed materials training packages; and
- rotating displays and exhibits at conferences, public buildings, etc.

NCAH offered technical assistance in four major phases of program development. For each area, the potential "trainee" and NCAH mutually determined competency levels, training content, and levels of understanding. Training products (printed materials, media) were available to assist with each phase of training.

General competency levels for each training phase were developed and based on the current identified needs in the field. Each competency/goal was achieved through a combination of training processes and products. A desired level of achievement was assigned for each goal based upon the needs of the specific trainee.

The four major phases of program development for which NCAH offers technical assistance were:

- planning/implementation (getting ready)
- process (doing it)
- outcome (what happened?)
- impact (what is the effect?)

The actual technical assistance was provided by four Arts for the Handicapped Resource and Information Network sites around the country:

- Clover Park, Washington
- Albany, New York
- Dayton, Ohio
- St. Louis, Missouri

Each site responded to technical assistance requests. The average number of requests was forty during the course of year three.

3. Publications

A number of publications have been developed by NCAH, as an outgrowth of project objectives and in response to specific requests for information. These publications are available to the public upon request. Below are samples of the project's publications developed during year three.

Arts for Learning Field Test Version (Bibliography for the Classroom Teacher)

A compilation of books, reports, articles, films, media commercial materials and equipment, records, suppliers, organizations, magazines, etc. for use by classroom teachers who are using the art with handicapped children.

Images

"Images" is an anthology of poems, illustrated with photographs and art works by the students at the Alan Short Center, Stockton, California. The Alan Short Center is a model site of The National Committee, Arts for the Handicapped.

Humanism and the Arts in Special Education

A book that presents the arts as powerful educational and therapeutic tools. A review of arts programs and activities throughout the Nation is included. Suggestions for trainers of Special Educational Personnel in preparing trainees on how to incorporate the arts into each handicapped child's curriculum is included.

Model Site Program Final Report by CEMREL, Inc., St. Louis, Missouri

Section one of this report deals with needs assessment activities used to determine the training needs and priorities for personnel who conduct arts programs or instructional programs for the handicapped. Section two explains how to conduct awareness and leadership workshops derived from the findings of section one.

The Pennsylvania Arts in Special Education In-service Program

An explanation of the student teacher training program which Pennsylvania developed in order to create a network of beginning teachers who will be using and promoting the arts in special education.

The Pennsylvania Arts in Special Education Pre-service Model

A program designed to assist teachers and administrators in developing and implementing arts in special education programs.

Phantasmagoria (3rd Edition)

A resource guide to people, places, materials related to the development of programs for handicapped children and youth.

Quarterly Newsletter

A handsome poster suitable for framing. The reverse side reviews projects, sties, important events.

Rainbows

A bi-monthly newletter for teachers, recreation leaders, parents, or anyone looking for ideas about arts programming for handicapped children and youth.

4. Media

Films

Creative Growth (25 minutes)

A description of the Creative Growth Program in Oakland, California which serves handicapped adults. Emphasized is the use of creative self expression in the visual arts. Produced and distributed by James Stanfield Film Associates, Santa Monica California. For general and professional audiences, universities, rehabilitation centers, hospitals, community centers.

The Curb Between Us (15½ minutes)

A description of the progress of a young man disabled as a result of an accident, who is confronted with many kinds of barriers. Terry shares his thoughts about being disabled and discusses attitudes and behaviors he has encountered. Produced and distributed by Barr Films, Pasadena, California. For general audiences.

Free To Be Me (30 minutes)

A description of a drama/theatre experience in which the Human Tree Players, a group of mentally retarded individuals, develop and produce a touring show. This is a project of the Delaware County Association of Retarded Citizens, Inc., Munci, Indiana. For general and professional audiences.

A Very Special Arts Fair (16 minutes)

A documentary of a unique arts program funded by CETA and administered by the Rockford Park District that involves 40 developmentally disabled youth ages 15-19 and culminates in a one-day festival featureing a musical production and a gallery show. (NCAH Model Site) Produced by Forward Productions, Distributed by the Rockford Park District, Rockford, Illinois. For general and professional audiences, artists, teachers, recreation personnel, parents.

Something Special (25 minutes)

A film by the Alliance for Arts Education, Jhn F. Kennedy Center for the Performing Arts, which portrays the ways in which all the arts are basic whithin education. The film encourages the inclusion of meaningful arts programs in established elementary and secondary school programs. Distributed by The National Art Education Association, Reston, Virginia. For general and professional audiences, school administrators.

New York State Very Special Arts Festival (9½ minutes)

A documentary of the 1976 New York State Very Special Arts Festival describing the program goals and activities as a project of the New York State Department of Education. (NCAH MOdel Site) For arts festival coordinators, committee members, teachers, administrators, parents.

Slide Tape Presentations

California Very Special Arts Festival (30 minutes)

A visual, verbal and musical description of California's first Very Special Arts Festival held in 1977. For arts festival coordinators, committee members, teachers, administrators, parents.

Theatre Unlimited (25 minutes)

A description of the techniques and activities of a performing ensemble which is composed of able-bodied and disabled actors from the Recreation Center for the Handicapped in San Francisco. (NCAH Special Project) For general and professional audiences, teachers, artists.

There Is More Than One Way To Make An A (10½ minutes)

An overview of the Interrelated Arts Program, a Montgomery County, Maryland, teacher training program, which focuses on the use of music, drama, movement and the visual arts in the classroom (NCAH Special Project) For professional audiences, teachers, administrators, teacher training programs.

This Is Your Child - Our Gang (4½ minutes)

A discovery arts experience for parents and their handicapped children called "Our Gang." The presentation depicts activities in dance, drama, music and art with an accompanying explanatory tape. Produced by the Rockford Park District, Rockford, Illinois. (NCAH Special Projects) For general and professional sudiences, parents and their children.

A Very Special Program For Very Special People (15 minutes)

An overview of the San Fernando Valley Arts Council's Artist in Residence Program which utilizes artists in educational settings to develop creative arts experiences for handicapped children. (NCAH Model Site) For professional audiences, teachers, administrators, artists and teachers.

Why Can't We Be Friends? (25 minutes)

A program about the common concerns of handicapped teenagers written, narrated and produced by physically handicapped youngsters from Jefferson County Schools, Colorado. (NCAH Model Site) For general audiences, particularly useful for junior and senior high school students.

Special Energy Workshops - Camp Sunshine (6 minutes)

A description of arts activities at Camp Sunshine which includes workshops for teachers, administrators, and students in Rockford, Illinois. (NCAH Model Site) Produced by the Rockford Park District, Rockford, Illinois. For general and professional audiences, teachers, administrators, artists, students.

Handicapism (25 minutes)

An examination of the myths, prejudices and stereotypes that promote unjust and unequal treatment of handicapped persons. Produced and distributed by Human Policy Press, Syracuse, N.Y. For general audiences.

5. Replication and Dissemination

A number of NCAH staff have addressed regional, national and international conferences and panels. Figure 1, Objective four, for year three, indicates those conferences and workshops attended by the project staff.

6. Evaluation

The Third-Party Evaluation Report by Kidstuff, a psychoeducational consulting firm specializing in process and product evaluation, summarized the year three program evaluation procedures and finding. (See Section) of this report for a detailed analysis of all conferences and workshops conducted by NCAH during year three.

VII. SUMMARY

VII. SUMMARY

The activities of this three year project have produced an emerging leadership in the field of arts for the handicapped with increasing awareness of the necessity for systematically planned in-service workshops at the grass roots level. The various audiences that participated in the in-service conferences and workshops of this project have repeatedly stressed the need for extending and expanding activities.

Changes in administrative provisions for the education of handicapped children are occurring as a result of P.L. 94-142, and will foster the acceleration of in-service training for teaching personnel. The in-service training model in arts for the handicapped developed in the first two years of this project was extended to SEAs and LEAs for use in providing regular educators and special educators with the knowledge, attitudes and skills necessary to teach arts to handicapped children and youth.

To facilitate the growth and spread of these training workshops, carefully chosen teams composed of educators who are leaders in the field of arts for the handicapped as well as leaders in special education and arts education were designated.

Regionally based training teams (AHRIN Site personnel) conducted training sessions for arts educators and special educators. Additionally, regional advisory groups which included representatives of arts educators and special educators from the state office, the local community, colleges and universities were established.

For the future, continued efforts in developing print and visual materials for use in in-service training programs need to be emphasized in the areas of: skill development; handicapped children participating in arts programs; and the need for arts education programs in various environments other than the school setting, i.e., hospital settings, community centers.

These three years have provided numerous individuals in positions of leadership the opportunity to effectively and realistically change their roles in providing quality educational programs for handicapped children and youth.

VIII. THIRD-PARTY EVALUATION OF YEAR II

Introduction

This report is divided into six sections: Goals and Objectives, Program Format, Participants, Evaluation Procedures, Conference Impact and Recommendations. The third party evaluators, Special Education and Rehabilitation Systems and Kidstuff, a technical assistance provider in special education, are happy to note that the second of NCAH's project has been very successful. The impact felt across the United States as a result of the project's efforts is noticeable in the climate at each conference as well as in the reports received by the evaluators from personnel (trainees) engaged in the training activities and in the ultimate services offered to handicapped children and youth.

A. Goals and Objectives

The project was undertaken to stimulate the development of quality educational experiences for all handicapped children and youth through a comprehensive arts education program. It was designed to develop and test a model in-service training program in arts for the handicapped for key educational personnel engaged in providing formal and informal educational programs for handicapped children and youth. Trainees were expected to demonstrate knowledge, skills and attitudes which positively increase (affect) the development of arts programs for handicapped children and youth. These programs (conferences) were designed to foster an understanding of the regulations for P.L. 94-142 which specifically refer to the inclusion of arts in the education of all handicapped children.

The project provided model training experiences which focused upon developing abilities which demonstrated:

- an understanding of the relationship between comprehensive arts education and the development (intellectual, social, physical, emotional, aesthetic) of handicapped children and youth;
- an understanding of the complex scope and nature of arts learning experiences; and
- an understanding of the arts as basic to human needs for aesthetic appreciation, cultural exchanges, and humanistic expression.

In order for project trainees to demonstrate knowledge, skills and attitudes which positively impact on the development of arts education programs, the following project objectives were established:

- to implement, refine, and assess an in-service training model in the arts for handicapped children and youth;
- to develop with all project trainees comprehensive strategies to integrate comprehensive arts education programs into their arts and/or education agency or institution;
- To establish national technical assistance network to provide information and follow-up assistance for implementing arts education programs for handicapped children and youth (P.L. 94-142);
- to replicate model training experiences through a variety of dissemination and documentation strategies; and
- to evaluate impact of training model at the national, state (regional) and local level.

B. Program Formats

To implement these objectives, eight training conferences were conducted for five specific target populations. The programs provided model training experiences which focused upon developing abilities which demonstrate:

- an understanding of the relationship between comprehensive arts education and the development (intellectual, social, physical, emotional, aesthetic) of handicapped children and youth;
- an understanding of the complex scope and nature of arts learning experiences; and
- an understanding of the arts as basic to human needs for aesthetic appreciation, cultural exchange and humanistic expression.

Following is list of national and regional conferences conducted during year two of the project.

1. National Conferences

- Model Site and Very Special Arts Festival (VSAF) Coordinators, June 1977 (local arts and educational personnel);
- Model Site Coordinators, September 1977 (local) arts personnel and facility administrators; and

- Arts for Everyone Seminar, January 1978 (consumer organization).

2. Regional Conferences

- University Training Workshop, November 1977 (university personnel);
- State Directors' Conference, May 1978 (State Directors of Special Education and the Arts); and
- VSAF Coordinators' Training Conference (three conferences), January - February 1978 (local arts personnel).

The above mentioned year two conferences are referenced in Figure 1, which provides an overall perspective of the three-year plan of action.

Individual agenda and session activities related to objectives appear in Section XI of this report.

C. Participants

Target groups consisted of key personnel engaged in providing formal and informal education programs to handicapped children and youth. The above groups were selected on the working philosophy that:

> "...effective links will be forged...links between the arts and education, between and among the various arts and other disciplines, between the schools and other institutions, between public and private institutions. It is individual leaders, working in communities and schools, who have the power to start the process of change which can gradually stretch to the district, the region, the state and ultimately to the nation."1

Target groups consisted of those presently engaged (directly or indirectly) in educational programs (public and private) for the handicapped and those engaged in non-educational programs with a large handicapped constituency. Figure 2 provides an overview of participants at each of the eight conferences and the individual conference objectives.

A total of 379 participants received training during year two. Based on the number of clients serviced in participant programs, it is estimated that year two projects have impacted on approximately 1.5 million handicapped children and youth.

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1 Coming to Our Senses, A Final Report of the American Council for the Arts in Education; The Arts, Education and Americans Panel, New York, 1977. p. 12.

D. Evaluation Procedures

In order to determine: 1) how to develop and implement a training conference; 2) how to evaluate content of conference; 3) how to evaluate impact of conference on participants; 4) how to assess participant impact; and 5) how to evaluate the process of conducting a conference, an evaluation design was developed. Based upon the project's goal and objectives, a listing of questions/decisions was formulated. The information required to make these decisions was listed, and the data collection tools identified.

While the evaluation design described in Figure 3 presents overall procedures, conference formats differed based on unique conference objectives (Figure 2). Therefore, appropriate instruments were selected from the overall design in order to tailor the assessment to conference objectives. Instruments utilized consisted of commercially available tools, adaptations of instruments and/or tools designed specifically for this project. The following instruments were employed:

- Needs Inventory - to assess appropriateness of conference goals and training techniques in light of the needs of the population;
- Session Evaluation Form - (morning and afternoon) to provide immediate feedback to presenters, regarding their performance, selection of materials and modality of presentation;
- Final Evaluation - to provide feedback on overall conference in order to improve subsequent workshops;
- Commitment (Action Plan) - to measure conference impact through observation of "back-home" plans of action, resulting from participation in conference; and
- Follow-Up Survey - to provide periodic post-conference feedback to evaluate as reflected by degree of action plan implementation.

Specific evaluation tools utilized at each conference were as follows:

- Model Site/VSAF Coordinators - participants completed a general Follow-up Form and Action Plan (Commitment Statement);
- Model Site and University Training Workshop - participants completed a Needs Inventory, Session Progress Report (morning and afternoon), Final Evaluation Form, Action Plan and Follow-up Form;

FIGURE I

ARTS IN EDUCATION FOR HANDICAPPED CHILDREN - LEADERSHIP TRAINING MODEL PROJECT

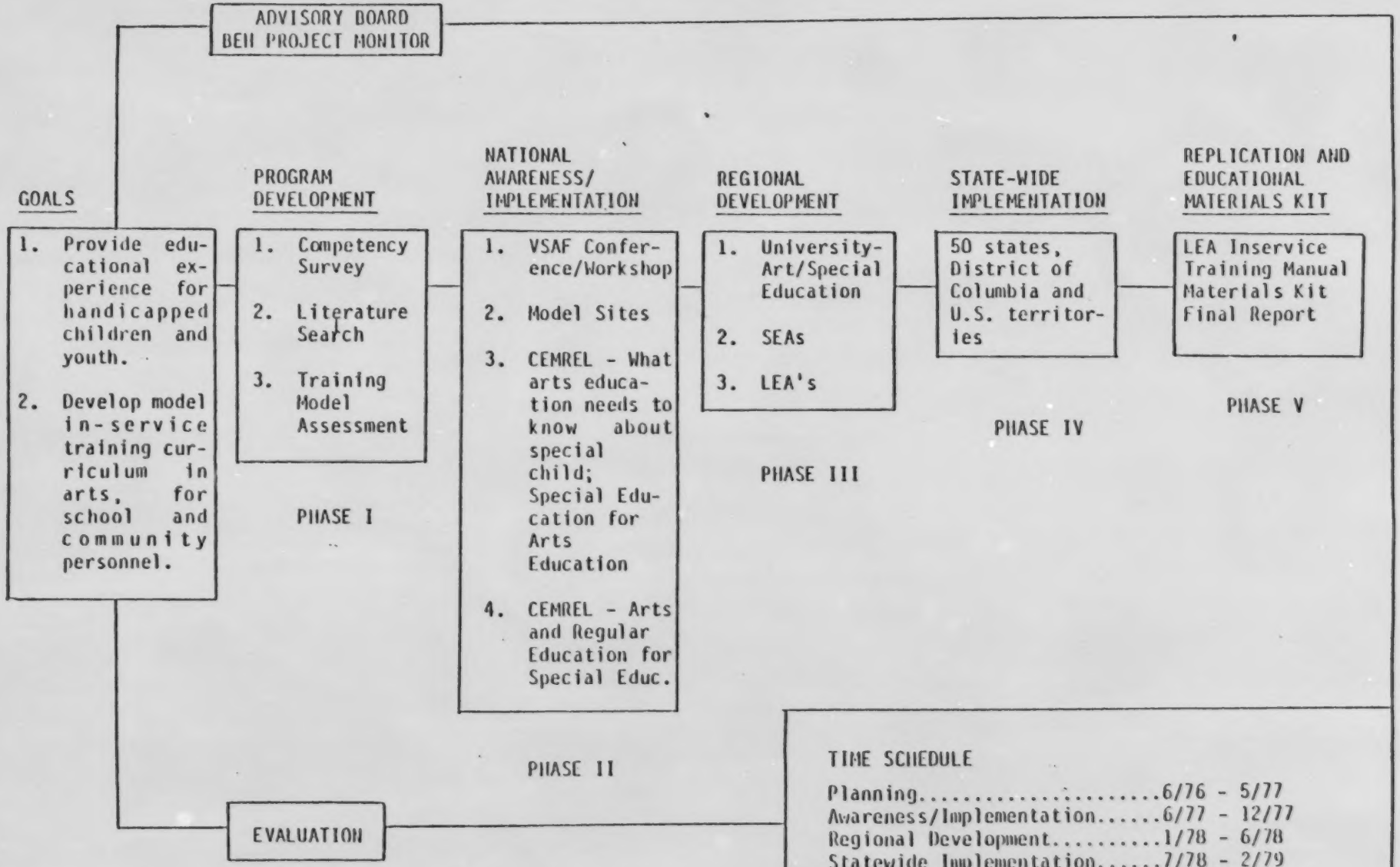

FIGURE 2

Conference	Participants	Conference Objectives
Model Site VSAF	Program coordinators presently engaged in arts for handicapped	National Awareness: assess current implementation, project future needs
Model Site	Program coordinators and principal staff; consisted of some staff in education, special education, administration and artists	National Awareness: assess current implementation, project future needs
University Training Workshop	University based personnel who provide formal and informal educational experiences for current and future arts education and special education teachers	Regional Development: highlight exemplary teacher training programs which include arts for handicapped explore strategies to expand these efforts through a consortium of university based personnel develop action plans to expand art integrated teacher training programs
Arts for Everyone (co-sponsored by Smithsonian Institution)	Executive Directors and/or Presidents of organizations that represent various handicapped organizations or consumer groups, provide services for handicapped, advocacy or consumer groups	National Awareness Conference: to develop understanding of arts in lives of handicapped, provide information on model programs/ projects; plan strategies to incorporate arts into organizational activities of the groups
VSAF	Program Coordinators	Regional Development: assess current VSAF implementation, project future needs
State Directors	State Directors of Special Education and Arts Programs	Regional Development: highlight exemplary state programs; explore strategies for replication; obtain commitments for action to extend arts programs for the handicapped

- Arts for Everyone - conference participants completed a Final Evaluation Form and Commitment Statement;

- VSAF Coordinators - participants in these three conferences completed only a Conference Evaluation Form. Action Plans and Follow-up Forms were unnecessary, as VSAF program personnel are trained by NCAH to implement VSAFs and are presently committed to and working toward that goal; and

- State Directors - participants were requested to complete a Commitment Action Plan instrument and a Follow-up Form to determine conference impact.

Summary evaluation reports for each of the above conferences appear in Section XI.

Figure 3 describes the evaluation design, including program components and decisions or questions to be evaluated, as well as instruments or information needed to evaluate the program component.

E. General Findings of the Second Year

In general, participants in all training conferences considered the programs valuable and an effective mode of learning. Pre-conference materials clearly communicated workshop/conference objectives. Session activities and materials were interesting and stimulating, and conferences were generally considered to be well organized and implemented. The scope and objectives of conferences were appropriate to the needs of the target groups.

In view of the positive responses on evaluation instruments, and participant comments, it is the evaluators' opinion that training conferences met their objectives; stimulated enthusiasm and deepened commitment for program development in the area of arts for handicapped children and youth. Further efforts in this direction, particularly toward leaders of programs, are warranted and desirable and in fact are reinforced by a variety of other research projects. In particular, The Arts, Education and Americans Panel in their final report Coming to Our Senses, states that:

> "In all the efforts at educational change through the arts which we have been examining, one can see common characteristics, among them the necessity to secure administrative support for the basic ideas and purposes of the program to be implemented...the necessity for a comprehensive training strategy for teachers, supervisors and administrators; and continued support services as a program with its inevitable problems is implemented."

FIGURE 3

EVALUATION DESIGN FOR THE LEADERSHIP DEVELOPMENT TRAINING MODEL

PROGRAM COMPONENTS	DECISION/QUESTIONS	INFORMATION NEEDED (Tools listed in parentheses)
Goal	How to assist personnel in leadership positions to coordinate relevant support activities within their state in support of the arts in education for handicapped children?	Evidenced by feedback during training sessions (Session Evaluator Form) and after conference.
Program Development	Are training techniques appropriate for presentation of the material?	Completion of Participants Needs Inventory) and literature search and survey data.
Program Development	Are conference goals appropriate in terms of the training materials and the needs of the population?	Completion of Participants Needs Inventory) and (Workshop Evaluation Form).
Program Development	What should be the training program's concern/topic?	Relate to P.L. 94-142 and goals of proposal.
Selection	How to select participants?	Consult advisory committee, consult specialists in field.
Implementation	How to evaluate participants' thoughts about the conference?	(Final Evaluation Form) administered to participants before leaving conference.
Conference Training Sessions	Did each session cover content material appropriate to the subject?	Evidenced by feedback during sessions; question trainee followirg each session (Session Evaluation Form)
	Was each presentation action-oriented?	Same
	Was the content material presented logically in each session?	Same
	Did the speakers in each session seem to know their subject material?	Same

PROGRAM COMPONENTS	DECISION/QUESTIONS	INFORMATION NEEDED (Tools listed in parentheses)
Conference Training Sessions	Were the speakers in each session interesting?	Same
	Was there enough time given for questions and discussion in each session?	Same
	In which sessions should audio/visual aids have been used?	Same
	What recommended changes did participants make for each session?	Same
Arrangements	Were housing accommodations adequate?	Evidenced by feedback during sessions; question trainee at close of training program (Final Evaluation Form)
	Were parking accommodations adequate?	Evidenced by feedback during institute; question trainee at close of training program.
	Were the rooms used for lectures/training adequate?	Evidenced by feedback during institute; question trainee at close of training program.
Instructional Program	Based on Action-Plan commitment, what are participants doing in their home setting?	Evaluate (Action Plan Form) and follow-up participants.
Overall Program/Project Impact	Effectiveness of institutional coordination and resource utilization impact on other individuals?	Evidence of impact of the program upon other programs, community programs for the education of handicapped children, and improvement of services for handicapped children at the local, state and/or national level; opinion of all involved in program, program staff, trainees, (Inservice Training Impact Instrument).

PROGRAM COMPONENTS	DECISION/QUESTIONS	INFORMATION NEEDED (Tools listed in parentheses)
Overall Program/Project Impact	Was the length of the training program appropriate for training purposes?	Evidenced by feedback during training program; question trainee at close of training program.
	Were chosen curriculum topics covered in enough depth?	Same
	Were there areas of major concern not covered in the curriculum?	Same
	Were there duplication and overlap in content material?	Same
	Were there enough audio-visual aids?	Same
	Were there a sufficient number of related resource materials available to trainees?	Same
	Were trainees satisfied with the training experience, particularly the training modality?	Evidenced by feedback during training program; question trainee at close of training program (Final Evaluation Form)
Replication	Should this training program be replicated in future years?	Evidenced by feedback during and at end of program; feedback from advisory committee (Final Evaluation Form)
Replication	What recommended changes did trainees make for future training programs?	Evidenced by feedback during and after training program (Final Evaluation Form). Question trainee at close of training program.
Overall Program	How was training program rated overall?	Same
	What was the recommended length of time for training sessions?	Same
Replication	What group of professionals are best served by the training purposes?	Same

PROGRAM COMPONENTS	DECISION/QUESTIONS	INFORMATION NEEDED (Tools listed in parentheses)
Replication/Dissemination	What cooperative strategies work best? Community? University? School System? etc.	Same
	How to replicate and disseminate information about arts for the handicapped on national level?	Survey data, feedback from training participants. Consult Advisory Committee
Replication	Which selected training group was more interested and more action-oriented? Which proved to be more aware of the needs of the handicapped? Which group(s) will act as change agents?	Feedback from trainees (Final Evaluation Form). Site visits by proper staff, inspection of (Action Plan Follow-Up).

Replication of year two's programs serves to increase awareness of the need for the development and implementation of quality educational experiences for all handicapped children and youth through a comprehensive arts education program. The reader is referred again to the summary evaluation reports for detailed analysis of each conference.

F. Project Impact

Following is an abbreviated list of actions, activities, and happenings recorded by the evaluators, resulting from participation in national and regional conferences conducted by NCAH. Respondents included concerned arts educators, regular educators, administrators, artists, parents and many others.

- Increased parent/public participation in VSAF planning (VSAF Coordinator);
- Booster workshop for administrators and supervisors (Model Site Coordinator);
- Teacher training workshops initiated by university personnel;
- New course development proposals submitted to department chairmen (university professor);
- New university courses instituted - "Creative Arts/Handicapped";
- Information dissemination in professional publications (Model Site Administrator);
- Proposals submitted to NCAH to develop and implement arts education programs for handicapped children and youth (many conference participants);
- Speaking engagements at conventions and professional gatherings (university professor);
- Article published in ARISE magazine, March 1978, "The Arts to Teach Basic Academic Skills" (university professor);
- Conducted in-service workshops (Model Site Coordinator).

G. Recommendations

It is difficult to find areas of weakness in a program which has been as successful as year two of the leadership training project. However, there appears to be one area needing increased effort and attention: the implementation of a technical assistance network.

An assessment technique should be developed to determine more accurately whether NCAH is meeting a project objective of establishing a national technical assistance network to provide information and follow-up assistance to programs in the field. A follow-up assistance survey should be conducted. The information acquired will provide NCAH with clearer concepts of user needs, indication of the present state of technical assistance delivery, and a foundation for planning.

In order to assure continued commitment nurtured by conference participation, NCAH should make every effort to provide a channel of readily available technical assistance. Some suggested avenues to explore follow:

- Administrators Exchange Program - Site exchange visits, scheduled for administrators, coordinators, professional staff and resident artists could serve to renew commitment, foster innovation through a transfer of technical skills and assist in developing channels of communication of mutual support.

- National/Regional or Local Technical Assistance Resource Manuals - Resource manuals which identify personnel available for technical assistance could be disseminated to all participants trained during the project term. Newly formed commitment can wane under the weight of implementation obstacles. The resource manual could serve as "crisis intervention" assistance.

  Those participants who have already received training should be included in the manuals, in order to utilize to best advantage their areas of expertise and experience. Additionally, this format will provide "peer" sharing and should encourage communication.

Considering the light response rate to the follow-up reports and comments indicating two months as inadequate for discerning impact, it is the evaluators' opinion that the present paper follow-up format may not be the most efficient method of evaluating post-conference impact. Alternative impact evaluation procedures should be explored. Following are a few:

- Design a telephone interview evaluation instrument and conduct follow-up surveys by phone;

- Redesign present instrument to alleviate the need for a prose response, i.e., a number of choice statements developed from submitted action plans;

- Personal site visits - NCAH representatives

could be deployed to make site observations. This would also serve to demonstrate continuing commitment from NCAH.

IX. THIRD-PARTY EVALUATION OF YEAR III

Introduction

This report is divided into six sections: Goals and Objectives, Program Format, Participants, Evaluation Procedures, Conference Impact and Recommendations. The third party evaluator, Kidstuff, a technical assistance provider in special education, is happy to note that the third year of NCAH's project has been very successful. The impact felt across the United States as a result of the project's efforts is noticeable in the climate at each conference as well as in the reports received by the evaluator from personnel (trainees) engaged in the training activities and in the ultimate services offered to handicapped children and youth.

A. Goals and Objectives

The project was undertaken to stimulate the development of quality educational experiences for all handicapped children and youth through a comprehensive arts education program. It was designed to develop and test a model in-service training program in arts for the handicapped for key educational personnel engaged in providing formal and informal educational programs for handicapped children and youth. Trainees were to demonstrate knowledge, skills and attitudes which positively increase (affect) the development of arts programs for handicapped children and youth. These programs (conferences) were to reflect an understanding of the regulations for P.L. 94-142 which specifically refer to the inclusion of the arts in the education of all handicapped children.

The project provided model training experiences which focused upon developing abilities which demonstrated:

- an understanding of the relationship between comprehensive arts education and the development (intellectual, social, physical, emotional, aesthetic) of handicapped children and youth;
- an understanding of the complex scope and nature of arts learning experiences; and
- an understanding of the arts as basic for human needs for aesthetic appreciation, cultural exchange, and humanistic expression.

In order for project trainess to demonstrate knowledge, skills and attitudes which positively impact on the development of arts education programs, the following project objectives were utilized in evaluating year three:

- to refine and assess an in-service training model in the arts for handicapped children and youth;

- to develop with all project trainees comprehensive strategies to integrate comprehensive arts education programs into their arts and/or education agency or institution;

- to replicate model training experiences through a variety of dissemination and documentation strategies; and

- to evaluate impact of training model at the national, state (regional) and local level.

B. Program Formats

To implement these objectives, six training conferences were conducted for four specific target populations. The programs provided model training experiences which focused upon developing abilities which demonstrate:

- an understanding of the relationship between comprehensive arts education and the development (intellectual, social, physical, emotional, aesthetic) of handicapped children and youth;

- an understanding of the complex scope and nature of arts learning experiences; and

- an understanding of the arts as basic for human needs for aesthetic appreciation, cultural exchange and humanistic expression.

Following is a list of national and regional conferences conducted during year three of the project:

1. National Conferences

- Model Site Coordinators, May 1979 (local arts personnel and facility administrators)

2. Regional Conferences

- Very Special Arts Festival (VSAF) Regional Advisors, November 1978, June 1979 (local arts and educational personnel)

- State Leadership Conference, June 1979 (State Directors of Special Education and the Arts)

3. Local Conference

- VSAF Coordinators' Training Conference (three conferences), January-February 1979 (local arts personnel).

The above mentioned year three conferences are referenced in Figure , which provides an overall perspective of the three-year plan of action.

C. Participants

Target groups consisted of key personnel engaged in providing formal and informal education programs to handicapped children and youth. The above groups were selected on the working philosophy that:

> "...effective links will be forged...links between the arts and education, between and among the various arts and other disciplines, between the schools and other institutions. It is individual leaders, working in communities and schools, who have the power to start the process of change which can gradually stretch to the district, the region, the state and ultimately to the nation."[1]

Target groups consisted of those presently engaged (directly or indirectly) in educational programs (public and private) for the handicapped and those engaged in non-educational programs with a large handicapped constituency.

Approximately 160 participants received training during year three. Based on the number of clients serviced in participant programs, it is estimated that year three projects have impacted on approximately 100,000 handicapped children and youth.

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[1] Coming To our Senses, A final Report of the American Council for the Arts in Education; The Arts, Education and Americans Panel, New York, 1977. p.12

D. Evaluation Procedures

In order to determine: 1) how to develop and implement a training conference; 2) how to evaluate content of conference; 3) how to evaluate impact of conference on participants; 4) how to assess participant impact; and 5) how to evaluate the process of conducting a conference, an evaluation design was developed. Based upon the project's goal and objectives, a listing of questions/decisions was formulated.

Appropriate instruments were selected from the overall evaluation design in order to tailor the assessment to conference objectives. Instruments utilized consisted of commerically available tools, adaptations of instruments and/or tools designed specifically for this project. The following instruments were employed:

- Needs Inventory - to assess appropriateness of conference goals and training techniques in light of the needs of the population;
- Session Evaluation Form - (morning and afternoon) to provide immediate feedback to presenters, regarding their performance, selection of materials and modality of presentation;
- Final Evaluation - to provide feedback on overall conference in order to improve subsequent workshops;
- Commitment (Action Plan) - to measure conference impact through observation of "back-home" plans of action, resulting from participation in conference;
- Follow-Up Survey - to provide periodic post-conference feedback to evaluate impact as reflected by degree of action plan implementation.

E. General Findings of the Third Year

Participants in all training conferences considered the programs valuable and an effective mode of learning. Pre-conference materials generally communicated workshop/conference objectives. Session activities and materials were interesting and stimulating and conferences were generally considered to be well organized and implemented. The scope and objectives of conferences were appropriate to the needs of the target groups.

Replication of year three's programs and approaches serves to increase awareness of the need for the development and implementation of quality educational experiences for all handicapped children and youth through a comprehensive arts education program. The reader is referred again to the summary evaluation reports for detailed analysis of each conference.

F. Project Impact

Following is an abbreviated list of actions, activities, and happenings recorded by the evaluator, resulting from participation in national, regional and local conferences conducted by NCAH by concerned arts educators, regular educators, administrators, artists, parents and many others.

- Increased parent/public participation in VSAF planning (VSAF Coordinator);
- New course development proposals submitted to department chairmen (university professor);
- Information dissemination in professional publications;
- Proposals submitted to NCAH to develop and implement arts education programs for handicapped children and youth (many conference participants);
- Speaking engagements at conventions and professional gatherings;
- More technical assistance requests received by AHRIN Sites; and
- Conducted in-service workshops.

G. Recommendations

It is diffcult to find areas of weakness in a program which has been as successful as year three of the leadership training project.

In order to assure continued commitment nurtured by conference participation, NCAH in the future should make every effort to continue a channel of readily accessible technical assistance.

X. THIRD PARTY EVALUATION OF THE THREE YEAR PROJECT ARTS IN-SERVICE FOR HANDICAPPED CHILDREN: LEADERSHIP DEVELOPMENT PROJECT

X. THIRD PARTY EVALUATION OF THE THREE YEAR PROJECT

Introduction

This report is submitted by the third party evaluator, Kidstuff, a technical assistance provider in special education.

A. Goals and Objectives

The project's intended purpose was to provide model training experiences focusing upon developing abilities in individuals which demonstrated:

- an understanding of the relationship between comprehensive arts education and the development (intellectual, social, physical, emotional,aesthetic) of handicapped children and youth;
- an understanding of the complex scope and nature of arts learning experiences, and
- an understanding of the arts as basic to human needs for aesthetic appreciation, cultural exchange, and humanistic expression.

In order for project trainees to demonstrate knowledge, skills and attitudes which positively impact on the development of arts education programs, the following project objectives were established:

- to implement, refine, and assess an in-service training model in the arts for handicapped children and youth;
- to develop with all project trainees comprehensive strategies to integrate comprehensive arts education programs into their arts and/or education agency or institution;
- to establish national technical assistance network to provide information and follow-up assistance for implementing arts education programs for handicapped children and youth (P.L. 94-142);
- to replicate model training experiences through a variety of dissemination and documentation strategies; and
- to evaluate impact of training model at the national, state (regional) and local level.

B. Program Formats

To implement these objectives, fourteen training conferences were conducted for five specific target populations. The programs provided model training experiences which focused upon developing abilities which demonstrate:

- an understanding of the relationship between comprehensive arts education and the development (intellectual, social, physical, emotional, aesthetic) of handicapped children and youth;
- an understanding of the complex scope and nature of arts learning experiences; and
- an understanding of the arts as basic to human needs for aesthetic appreciation, cultural exchange and humanistic expression.

Following is a list of national and regional conferences conducted during year two of the project:

1. National Conferences

- Model Site and Very Special Arts Festival (VSAF) Coordinators, June 1977 (local arts and educational personnel)
- Model Site Coordinators, September 1977 (local arts personnel and facility administrators)
- Arts for Everyone Seminar, January 1978 (consumer organization)
- Model Site Coordinators, May 1979 (local arts education and personnel and facility administrators).

2. Regional Conferences

- University Training Workshop, November 1977 (university personnel)
- State Directors' Conference, May 1978 (State Directors of Special Education and the Arts)

- Very Special Arts Festival, Regional Advisors, November 1978 and June 1979 (local arts and education personnel)

- State Leadership Conference, June 1979 (State Directors of Special Education and the Arts)

3. Local Conferences

- VSAF Coordinators' Training Conference (three conferences), January - February 1978 (local arts personnel)

- VSAF Coordinators' Training Conference (three conferences), January - February 1979 (local arts personnel).

Individual agenda and session activities related to each conference appear in Section VIII and IX of this report.

Additionally, a technical assistance network was organized, Arts for the Handicapped Resources and Information Network (AHRIN) to assist in in-service delivery.

C. Participants

Target groups consisted of key personnel engaged in providing formal and informal education programs to handicapped children and youth. The above groups were selected on the working philosophy that:

> "... effective links will be forged...links between the arts and education, between and among the various arts and other disciplines, between and among the various arts and other disciplines, between the schools and other institutions. It is individual leaders working in communities and schools, who have the power to start the process of change which can gradually stretch to the district, the region, the state and ultimately to the nation."[1]

Target groups consisted of those presently engaged (directly or indirectly) in educational programs (public and private) for the handicapped and those engaged in non-educational programs with a large handicapped constituency.

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[1] Coming To Our Senses, A Final Report of the American Council for the Arts in Education; The Arts, Education and Americans Panel, New York, 1977. p. 12

A total of 560 participants received training during the three years of the project. Based on the number of clients serviced in participant programs, it is estimated that the project has impacted on approximately 2.0 million handicapped children and youth.

D. Evaluation Procedures

In order to determine: 1) how to develop and implement a training conference; 2) how to evaluate content of conference; 3) how to evaluate impact of conference on participants; 4) how to assess participant impact; and 5) how to evaluate the process of conducting a conference, an evaluation design was developed.

Instruments were selected from the overall evaluation design in order to tailor the assessment to conference objectives.

- Needs Inventory - to assess appropriateness of conference goals and training techniques in light of the needs of the population;
- Session Evaluation Form - (morning and afternoon) to provide immediate feedback to presenters, regarding their performance, selection of materials and modality of presentation;
- Final Evaluation - to provide feedback on overall conference in order to improve subsequent workshops;
- Commitment (Action Plan) - to measure conference impact through observation of "back-home" plans of action, resulting from participation in conference; and
- Follow-Up Survey - to provide periodic post-conference feedback to evaluate impact as reflected by degree of action plan implementation.

Impact

This project has directly responded to the two major goals of The Bureau of Education for the Handicapped, Special Projects Program:

To design programs that upon implementation and evaluation may be futuristic and more effective than current programs:

This project designed and implemented a national in-service training program in the arts using the Leadership Development Training Model. After three project years special educators,

parents, volunteers, administrators, and other support personnel at state, local and regional levels throughout the United States have utilized the arts to enhance learning and enrich living for children with handicapping conditions. This delivery system has provided a model training program which continues to be replicated.

To identify major problems related to personnel preparation and to develop procedures to solve the problem:

For the past two years Dr. Jasper Harvey, Director, Division of Personnel Preparation, Bureau of Education for the Handicapped, has cited two important needs outlined by the U. S. Congress*:

- adequate training by both regular and and special education personnel; and
- the effective use of the arts as a teaching tool for handicapped children - and the necessary attention that must be given to training personnel in arts activities.

This project specifically responded to these personnel preparation needs. A major impact of this project has been the development and implementation of a national in-service training program that addresses these priority needs.

This project met 11 of the 12 national priority areas in personnel preparation and, therefore, benefited a broad scope of personnel preparation needs.

This project has impacted not only on personnel preparation needs established by the Bureau of Education for the Handicapped, but extended direct benefits to a variety of groups: handicapped children and youth, educators, educational support personnel, state and local administrators and the general public.

- Handicapped Children and Youth: Children with emotional, physical, mental and sensory handicapping conditions (including the severely and profoundly handicapped and preschool age children) from each of the fifty states have been directly served by this project. The number of handicapped children involved in the arts has dramatically increased. It is estimated that services have been extended to 2 million during the project duration.

- Educators: Regular (including arts educators) and special education personnel (at the local, state and university levels) have been directly involved in all three years of the project.

- Educational Support Personnel: Parents, volunteers, paraprofessionals and artists have been involved in in-service training and implementation activities during all three years of the project.

- State and Local Education Administrators: These personnel have been directly involved in in-service activities during all three years of the project. It was intended that their awareness and understanding of arts activities for handicapped children and youth would be greatly strengthened by this project, and, in fact, according to evaluation reports it has.

- General Public: During this project the arts have provided a unique vehicle for integrating the handicapped individual into the mainstream of society and for raising public awareness regarding the skills and abilities of all handicapped people. A major focus of this project was public awareness through the in-service delivery system. This component was greatly strengthened during project implementation.

The third party evaluator has collected statistical and anecdotal records of people involved in the in-service training program. (See Sections VIII and IX for conference evaluation reports).

Furthermore, the in-service training has been designed to insure the continuation of arts programming at the completion of this project. A major result of this special project has been a national network of "trainers" at the completion of the project.* In addition, thousands of educators and support personnel have developed the necessary skills, abilities and knowledge to utilize the arts on a regular basis within formal and informal educational settings.

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* NCAH VSAF sites make a commitment to continue programming with or without support funds from The National Committee, Arts for the Handicapped.

Utilizing Arts for the Handicapped Resource Information Network, NCAH has insured that all project materials and documents are shared with arts and education personnel on a regular basis throughout the country. This has assisted in replication of the delivery system and arts programming at many additional sites throughout the nation.

APPENDIX

MEMO TO: Wendy Perks
Executive Director
National Committee, Arts for the Handicapped

FROM: Larry Riccio, Ed.D.
Evaluation Consultant

SUBJECT: Evaluation of the participant comments for the Very Special Arts Festival and Model Site Coordinators Training Conference (June 27, 1977).

GOAL: To develop and test a model in-service training program for personnel involved in arts education for the handicapped which will increase the quality and numbers of arts programs for handicapped children and youth.

Training Conference Objective

To assess current Very Special Arts Festival (VSAF) implementation, and to project future needs and strategies.

Participants

The participants in the conference were model site coordinators and VSAF coordinators. There were 39 participants.

Follow-up Evaluation Procedure

In order to determine the impact of the conference, a follow-up report was sent to each participant in their "back home setting". The instrument was sent to acquire information on the knowledge participants acquired and are using as a result of the conference. Results of the follow-up reports have been received, and their responses have been accessed in the attached addendum.

Summary of Participant Comments

Following are representative participant comments for the VSAF and Model Site Coordinators Training Conference. Many issues related to Individual VSAF Plans (what we need to do, how we need to do it, areas of strength and areas to improve) are delineated by the 39 participants. Additionally, representative participant comments during conference discussion sessions (i.e., planning strategies for a Very Special Arts Festival Education Program: what we are doing; what we need to do; and, cautions) are included.

Representative Participant Responses - "What We Need to Do"

1. Long range plan for festivals, conferences
2. Better communication between education system, special instruction and media
3. Develop public awareness of arts and handicapped needs/ public relations
4. Develop funding sources
5. Increase size of state committee
6. Identify and train artist volunteers
7. Central clearinghouse for information
8. Greater lead time on planning and publication
9. Provide access to other community agencies
10. Involve more handicapped
11. Teacher training
12. Identify and communicate VSAF education concerns/expand VSAF

Representative Participant Responses - "How We Need to Do It"

1. Find state arts and handicapped chairpersons
2. Develop committees/local support in community
3. Publicize needs of arts and handicapped to further fundings and support and volunteers
4. Develop proposals and planning committees
5. Create summer programs/workshops
6. Need full time staff person to coordinate VSAF and support of VSAF
7. Need better budgeting
8. Start plans sooner
9. Public relations/media/disseminate ideas
10. Involve teachers and artists on planning committees
11. Identify key people in community

Representative Participant Responses - "Areas of Strength"

1. Found excellent volunteers
2. Communicate with State Art Education person and Model Sites
3. Teacher training model
4. Classroom artists/artist in residence
5. Parent involvement beginning
6. Find excellent, aesthetic site
7. Workshops - access to teachers
8. Arts in Education programs
9. People/integrate handicapped and non-handicapped
10. VSAF establishment (VSAF has demonstrated enormous creative resources within handicapped)

Representative Participant Responses - "Areas to Improve"

1. Develop state-wide program/reach more schools
2. Develop promotion and public relations
3. Getting started sooner - NOW!
4. Work with social service agencies
5. Need to reach artists directly
6. Funding
7. Space and physical arrangements
8. Involve more teachers and students in planning/involve State Department of Education
9. Communication
10. Get more handicapped children to festivals

Representative Participant Responses - "What We Are Doing"

1. Get arts resources in planning and developing the festival
2. Early planning of festival
3. All-State Festival involving legislators which gained support for program
4. Teacher workshops and demonstrations

Representative Participant Responses - "What We Need to Do"

1. Have artists on every committee who know what is needed to have a fine arts program with involvement of all people in community
2. Involve broad spectrum in planning
3. Utilize all available areas and integrate into planning (State Department of Education, State Arts Councils)
4. Information dissemination - brochures public relations, newsletters
5. Evaluation of programs on short term and long term basis
6. Involve handicapped and parents
7. Provide time for art education
8. Need lists of persons from national office who can work with Special Education and handicapped

Representative Participant Responses - "Cautions"

1. Over programming/pre-planning
2. Certification problems
3. Finding art resources people
4. Teaching art rather than people

MEMO TO: Wendy Perks
Executive Director
National Committee, Arts for the Handicapped

FROM: Gregory Swartz - Intern, NCAH
Larry Riccio, Ed.D., Evaluation Consultant, NCAH

SUBJECT: Evaluation on the follow-up of participant responses for the Very Special Arts Festival and Model Site Coordinators Training Conference (June 27-28, 1977)

Participants

There were 31 participants in the conference who responded in the follow-up effort.

Follow-up Evaluation Procedure

In order to determine the impact of the conference, a follow-up report was sent to each participant in their "back home setting". The instrument was sent to acquire information on the knowledge participants acquired and are using as a result of the conference. Results of the follow-up reports have been received, and their responses have been accessed in the following addendum.

Summary of Highlights of Participants Responses

All participants thought that the conference was appropriate for them and proved to be an effective mode of learning. Attitudes toward the conference, and the ideas gained from this conference to expand arts education opportunities for handicapped children and youth were indicated as positive by all participants. Needs of participants lie in the areas of media coverage and public relations, communication between educational systems, special instruction and the media, and also correspondence with other programs and agencies. Overall, participants responded equally to the need for certain improvements, and to the observation of strengths gained from this conference.

Conclusion

Because of the positiveness of the participants' responses to attitudes, learning, and ideas gained, this conference proved to be an effective tool to increase the awareness of all the participants. Eighty five percent of the responses indicated that they had utilized ideas gained from the conference. Therefore, the evaluator claims that overall, the conference was both worthwhile and effective.

Recommendations

1. That the best means to disseminate information on a national basis can be improved by more media coverage, literature, and films, and an increase in the number of workshops given by NCAH.

2. The need for clearer and better communications with other counties and state agencies, and the need for a newsletter on a nationwide basis, i.e., need of more communication on a regular basis.

3. Establish funds for travel to other programs and funds to those programs to visit others also, thereby enhancing the quality of these programs.

ADDENDUM TO MODEL SITE DEVELOPMENTAL TRAINING CONFERENCE

(September 25-27, 1977)

FROM: Gregory Swartz, Intern
Larry Riccio, Ed.D., Evaluation Consultant

SUBJECT: Impact Evaluation of the NCAH Model Site Development Training Conference (September 25-27, 1977)

The conference analysis that follows is divided into six sections. They include: participants; evaluation procedure; plan of action; follow-up report; general findings; and conclusions.

Participants

There were ten model site participants who submitted a plan of action. Five of these participants completed follow-up reports to be compared against their initial plan of action.

Evaluation Procedure

The procedure involved an analysis of a comparison between the participants' initial plan of action, and their follow-up reports depicting their actual undertakings.

Plan of Action

Participants were requested to outline a "plan of action" to initiate in their home environment that would facilitate the expansion of arts education programs for handicapped children and youth. They were asked to respond specifically to the following: Concerns/Problems, Resources Available and Actions to be taken. A synopsis of the responses are presented in the general findings section of this report.

Follow-up Report (Impact of conference on participants)

Approximately one month after the conference, participants were asked to respond to a post-conference evaluation (follow-up) report. Within this report, the participants were asked to submit a brief statement concerning the progress of their "plan of action". Questions were directed toward what procedures were implemented to initiate their action plan, and what impact has resulted for the plan of action. Participants were also asked to evaluate results of the plan of action and enumerate their next steps. The synopsis of these responses are also presented in the general findings section.

General Findings

Those participants who did respond with a plan of action concerning their interest to expand arts education for handicapped children and youth revealed such plans as creative arts experiences for special education teachers and students, utilization of library and media presentations, planning for fiscal support, and the idea of sharing products of Model Site Programs. Responses for other plans of action are exemplified by the following:

I. Concerns/Problems

- Improvement of transportation, i.e., present inaccessible buses
- Board not being involved enough
- No validated student curriculum for handicapped

II. Resources Available

- CETA funds for artist
- Media Center, Public Broadcasting & Computer Center
- Local and State Human Service Agencies

III. Action

- Dissemination through slides, annotated bibliography and video tape
- Dissemination of model site information, reports and materials
- Develop grant proposal to meet action plan

Follow-up reports presented in a questionnaire format were completed by the participants and are exemplified by the following:

1. What procedures did you use in initiating your plan of action?

- Change in VSAF location resulting in more facilitation, i.e., closer to university.
- Conducted booster workshop for administrators and supervisors.
- Implemented Individual Educational Plan (IEP) for teachers for each student and his/her individual needs.

2. What impact have you made as a result of your action plan?

   - Expand VSAF to include the public, parents and professionals
   - Increase school and community awareness
   - Development of IEP for individual student study

3. Evaluate action plan results.

   - Two participants replied that it was too soon, yet one predicted a broadening of scope to integrate arts into classroom.
   - Exhibits and performances - publicity, i.e., articles.
   - Substantiated the need and meaningfulness for arts programs through the analyses of data.

4. What are your next steps?

   - Perfect evaluation form for brevity and accuracy, i.e., bi-annual forms.
   - Plans for spring conference, arts bibliography, audio and slide materials, and future conferences.
   - Conduct an expanded booster workshop and resubmit proposal to NCAH.

Conclusions

A comparison between the Plan of Actions and the Follow-up Reports revealed that participants had fulfilled many of their initial plans. Despite some responses stating that it was too soon to elaborate on an evaluation of action plan results, other responses overwhelmingly indicated positive changes or gains. Hence, an analysis synthesizing these two evaluation reports has led the evaluator to the conclusion that these impact instruments have proven to be both effective and worthwhile in assessing the benefits of this NCAH Training Conference.

ADDENDUM TO NCAH MODEL SITE CONFERENCE

(September 25-27, 1977)

FROM: Larry Riccio, Evaluation Consultant

SUBJECT: Addendum to Impact Evaluation on the following reports of participants of the NCAH Model Site Development Training Conference (September 25-27, 1977)

The impact evaluation that follows represents a second attempt to obtain information from non-respondents on the original Follow-Up Report.

Participants

There were ten Model Site participants who submitted a plan of action. Five of these participants completed the original follow-up report. (See original addendum to Model Site Developmental Training Conference.) The second request for information yielded an additional three responses.

Evaluation Procedure

The procedure involved an analysis of a comparison between the participants' initial plan of action and their follow-up reports depicting their actual undertakings.

Second Follow-Up Report (Impact of conference on participants)

Approximately 6 months after the conference, original non-respondent participants were asked to respond to a second post-conference evaluation (follow-up) report. Within this report the participants were asked to submit a brief statement concerning the progress of their "plan of action". Questions were directed toward what procedures were implemented to initiate their action plans and the impact of these proceedings. Participants were also asked to evaluate results of the plan of action and enumerate their next steps. A synopsis of these responses is presented in the general findings section.

General Findings

Follow-up responses in a questionnaire format were completed by participants and are exemplified by the following representative comments:

1. What procedures did you use in initiating your plan of action?

   - Developed grant proposal for NCAH to expand service and develop arts advocacy group.
   - Extensive program evaluation and developed new strategies for goal achievement.

2. What impact have you made as a result of your action plan?

   - Short and long range timelines established
   - Invited to conduct an in-service seminar this summer

3. Evaluate action plan results.

   - Fantastic responses to present in-service for art teachers
   - Finalizing plans for in-service to music teachers
   - Beginning to see results in school system

4. What are your next steps?

   - Increase special education administrator involvement
   - Ongoing in-service to new teachers
   - Begin programming to supplement work scope
   - Awaiting acceptance of grant proposal

Conclusions

A comparison between the Plan of Action and the Follow-Up Reports reveals that participants are fulfilling many of their initial plans. Responses indicate positive changes and gains.

MEMORANDUM

TO: Wendy Perks
Executive Director
National Committee, Arts for the Handicapped

FROM: Larry Riccio
Evaluation Consultant

SUBJECT: Evaluation Comments of NCAH University Leadership Training Workshop (November 16-18, 1977)

The preliminary conference analysis that follows is divided into five sections. They are: participants, activities, process, questions and conclusions.

Participants

The participants included members of university faculty, both in special education and arts education. Several were directing model programs in their respective fields. In this evaluator's opinion it was a rather unusual mix of people and a rather fruitful union of the minds. Throughout the conference it was readily apparent that a dialogue was taking place which centered around the education for handicapped children and youth: how to better involve arts educators and their undergraduate and graduate students in the education of the handicapped; how to get the arts educators and the special educators to collaboratively plan and conduct training programs; and how to adapt arts education activities for the handicapped learner.

Activities

The activities of the workshop were diverse. They included active participant involvement as well as passive participant involvement. It is this evaluator's opinion that the program model presentations and art experiences (where the workshop participants were actively involved) were most fruitful. The participants appeared thoroughly engrossed in each activity.

Although not every art experience activity was related to the education of the handicapped, they gave each participant an opportunity to feel creative. It seemed beneficial also because they helped the participants feel more comfortable with each other. In essence, each activity appeared to take the threat out of learning. It made each learning activity fun.

The presentations of program models was well done and similarly received by other workshop participants.

The reactions to each session covering program models appeared to be a good opportunity to summarize the presentations and present insights.

The only apparent drawback to each workshop activity and specifically to the program presentations was the lack of time to ask questions and pursue "interesting ideas" that were not previously accounted for in the planning of the workshop. In the future it might be wise to include fewer program activities or lengthen the allotted time segments to accommodate tangential diversion.

Process

In this evaluator's opinion the following process variables were significant in effecting a well produced workshop.

- Breaking up sessions by leaving one room and walking to another room and/or to another building.
- Having participants actively involved in the planning and execution of activities.
- Making short progress checks regarding the effectiveness of the presentation of information and then following through with any necessary changes.
- Having participants serve as "reactors" to other individuals' presentations.
- Having ample NCAH staff available at the workshop to coordinate and implement workshop activities and perform "behind the scenes" activities; i.e., act as recorders in small group discussions, make arrangements for transportation.
- Having the Southern Connecticut State College Special Education faculty perform many of the maintenance-type functions prior to the actual conduct of the workshop.

Because there was no negative feedback gathered by the evaluator, during the workshop, with regards to facilities and accommodations, it is the opinion of the evaluator that everything was in order and without flaw.

Questions

The questions arising from this workshop and relating to the central purpose for conducting NCAH workshops and conferences--developing and testing a model in-service training program in arts for the handicapped for key personnel engaged in providing formal and informal educational programs for handicapped children and youth--follows.

- Were there too many presentations for such a short period of time?
- Was there enough time for discussion?
- Were "reactor" speakers dynamic enough to stimulate thought and interest?
- Were presenters, both university-based and arts experience presenters, knowledgeable of their subjects and the objectives for the sessions they were conducting?
- Was the mix of personnel involved good?
- Were participants' attitudes affected to positively produce the development of programs for handicapped children and youth?

Conclusions

Although no tangible products were developed as a result of the workshop, the following conclusions were drawn by the evaluator according to participant comments.

- Continue meetings of the same group now that they have developed a rapport with one another.
- Continue efforts by NCAH to host workshops of this nature and to include additional participants, i.e., university administrators and other department faculty.
- Evaluate arts education programs at the university and service delivery levels to handicapped individuals.
- Document through research the performance of arts education programs.
- Develop a network of university-based training programs across the country in order to maintain a list of programs activities and a clearinghouse of ideas.

The following conclusions and recommendations were drawn by the evaluator in response to the questions listed in the preceding section, as well as additional general information concerning the workshops.

- The overall length of the workshop was good. There was a sufficient number of presentations of programs to give the participants ample awareness of the thrust of the arts in education movement for the handicapped.
- The mix of personnel was excellent. It appeared to be a learning experience for all.

- Whether or not participants' attitudes have been changed will be known when the participants' plan of action has been reviewed and when the formal evaluation instruments have been analyzed.

Recommendations

- Presenters should be sent the objectives for their sessions in order to become familiar with what is expected.

- In addition to the agenda given to each participant, the time allotment for each activity needs to be formally stated at the beginning with each presenter, and emphasized.

- Continued stress should be placed on participants' active involvement.

ADDENDUM TO NCAH UNIVERSITY LEADERSHIP TRAINING WORKSHOP

November 16-18, 1977

FROM: Gregory Swartz, Intern
Larry Riccio, Ed.D., Evaluation Consultant

SUBJECT: Evaluation on the Commitment and Follow-Up Reports of Participant Responses for the NCAH University Leadership Training Workshop.

The workshop analysis that follows is divided into five sections. They include: participants; evaluation procedure; making a commitment (action plan); follow-up report on commitment; and conclusions.

Participants

There were twenty-three university faculty participants who submitted a completed action plan. Eight participants reciprocated with a completed follow-up report on their commitment.

Evaluation Procedure

The evaluation procedure consisted of an analysis of a comparison between the participants' action plan and their follow-up report on their commitment.

Making a Commitment (action plan)

This evaluation was presented in questionnaire form. Participants were asked to respond to making a commitment (action plan). The following includes the questions asked and a synopsis of the participants' responses:

1. What strengths do you have as a leader in higher education that can contribute to a national effort to increase arts programs for handicapped children and youth?

   - Participants indicated substantial experience directed to service to this population and experience in the arts and special education, in general.

   - One participant stated having a national reputation in art and special education (active in both NAEA and American Art Therapy Association (AATA)), another is the present Chairman of Professional Standards.

- One participant is a public speaker at conferences and workshops, while another is a presenter and synthesizer of ideas, i.e., knowledgeable in special education.

2. What resources does your college or university have that could be used by a nationwide consortium of colleges and universities training personnel in the field of arts for the handicapped?

   - One of the largest Special Education Departments in the country, i.e., laboratory school for both normal and handicapped children. Strong Music and Art.

   - Education Departments - strong unity due to Administrative Union.

   - Original research materials in arts for the handicapped.

   - Network of supportive faculty, administration and community resources people - relationship with State Education Department.

3. What steps are you prepared to take immediately that will expand from your program's present state of development as an institution training personnel in arts for the handicapped?

   - Most participants have or intend to initiate plans to meet with administrators.

   - Most participants have and are planning to participate in national conferences of professional organizations.

   - Many participants responded by indicating effort of planning a workshop.

   - Most participants are planning to develop an in-service program for teachers in their area.

   - A few participants have started to design a course of study relating the Arts to the Handicapped.

   - Most participants plan to invite handicapped children to the university for purposes of demonstrating the impact of arts experiences with students.

Follow-Up Report

Approximately one month after the workshop, participants were asked to respond on a post-conference evaluation (follow-up) report. Within this report, participants were asked to elaborate on what tasks they committed themselves to doing immediately after the workshop that would expand their

program's present state of development in training personnel in arts for the handicapped. Participants responded most frequently with the following statements:

1. Writing a plan of action?

   Action taken:

   a. continuing presently
   b. workshop for 9 teachers
   c. memo to department chairman
   d. met with administrators
   e. rewrite graduate school catalog and plan VSAF

   Consequence:

   a. new course development and grant submitted
   b. recommendation for follow-up meeting
   c. meeting
   d.
   e. broader and more qualitative participation of handicapped

   Next Step:

   a. Expand, enlarge plan
   b. College contact and State Education Department
   c.
   d.
   e. Implement plan of action

2. Meeting with administrators?

   Action Taken:

   a. Submit request to NCAH on CEC meeting
   b. Met with New York State AEA chairperson
   c. Chairman, Director of Consortium - Discussion on Intermediate Unit personnel

   Consequence:

   a. Waiting for response
   b. Report to vice-president
   c. Continuation of program with enthusiasm

   Next Step:

   a. Call NCAH?
   b. Contacting people for submission of manuscript
   c. Meet with Deans of other colleges and universities

3. Planning a workshop?

Action Taken:

a. Supporter of development of workshop
b. Conduct workshop on Research in Arts for the Handicapped

Consequence:

a. Program this semester "Creative Arts/Handicapped"
b.

Next Step:

a. To support further activities and discussion
b. Waiting for support from NCAH

Conclusions

From the evidence provided by the participants through the evaluation, the evaluator asserts that an analysis of a comparison between the action plan or commitment and the follow-up report revealed that the workshop was effective in assessing and prompting further action to facilitate the arts with handicapped children and youth. Those participants who did reciprocate with a follow-up report proved to fulfill their initial action plan. Hence, by synthesizing these two evaluation reports, the evaluator is able to draw the conclusion that the workshop has proven to be both worthwhile and effective, and that similar workshops are warranted.

ADDENDUM TO NCAH UNIVERSITY TRAINING WORKSHOP

November 16-18, 1977

FROM: Larry Riccio, Evaluation Consultant

SUBJECT: Addendum to Impact on the Follow-Up Reports of Participants' Responses for the NCAH University Leadership Training Workshop

The impact evaluation that follows represents a second attempt to obtain information from non-respondents on the original Follow-Up Report.

Participants

There were twenty-three university faculty participants who submitted a completed action plan. Eight participants reciprocated with a completed follow-up report on their commitment. (See addendum to NCAH Leadership Training Workshop, November 16-18, 1977.) The second request for information yielded four additional responses, bringing a total return of 48%.

Evaluation Procedure

The evaluation procedure consisted of an analysis of a comparison between participants' action plans and their follow-up report on their commitment.

Second Follow-Up Report (Impact of Conference on Participants)

Approximately six months after the conference, original non-respondents were asked to respond to a second post-conference evaluation (follow-up) report. Within this report, the participants were asked to submit a brief statement concerning the progress of their "plan of action". Questions were directed toward what procedures were implemented to initiate their action plans and the impact of these proceedings. Participants were also asked to evaluate results of the plan of action and enumerate their next steps. A synopsis of these responses is presenteed in the General Findings section.

General Findings

Follow-up responses in a questionnaire format were completed by participants and are exemplified by the following representative comments:

1. What actions did you take as a result of the workshop?

   - Article published in ARISE magazine, March, 1978, "The Arts to Teach Basic Academic Skills"
   - Planned ATA convention program for August, 1978
   - Met with department heads in Speech and Hearing to start a pilot program, "Facts in Education"

2. What impact have you made?

   - Additional commitments for lectures, workshops
   - ATA convention program to be activated
   - ATA committee formed to study further efforts in Arts for the Handicapped

3. Evaluate your action plan.

   - Premature to evaluate
   - Awaiting completion of convention and department head meetings

4. Next steps:

   - Develop operating manual
   - Seek Board approval for new education program
   - Outline a three-year plan of action
   - Develop a systematic training manual for school staff in arts
   - Series of workshops
   - Continue writing articles

Conclusions

From a comparison of the action plans and the follow-up surveys, it is apparent that this training workshop has been effective in assessing and prompting further action to facilitate the arts with handicapped children and youth. Participants have fulfilled their action plans, and in the evaluator's opinion the workshop has proven to be both worthwhile and effective, and that similar workshops are desirable.

MEMO

TO: Wendy Perks, Executive Director
National Committee, Arts for the Handicapped

FROM: Larry Riccio, Ed.D., Evaluation Consultant

SUBJECT: Evaluation of the "Arts for Everyone" Seminar Sponsored by the National Committee, Arts for the Handicapped and the Smithsonian Institution, Programs for the Handicapped, Washington, D.C., January 18, 1978.

DATE: February 17, 1978

The analysis that follows is divided into five sections. They are: workshop goal and objectives; participants; evaluation procedure; general findings; and summary of the evaluation instrument.

Goal

To provide a background in arts program rationale and implementation for organizations representing handicapped citizens, handicapped advocacy groups and agencies providing services for handicapped people.

Objectives

- To develop an understanding of the role the arts can play in the lives of handicapped people.
- To provide information regarding established model programs and projects.
- To develop planning strategies for incorporating the arts into the organizational activities of the participating groups.

Participants

The seminar was limited to participants who were selected on an invitational basis. Applications for participation were distributed to:

- Organizations that collectively represent large numbers of handicapped people and who do so on an elective basis.
- Advocacy or consumers groups who work on behalf of handicapped people.

- Organizations which have publications, materials and services that are used by handicapped people.

The Executive Director and/or President of organizations which have been identified in these three categories were invited to participate. Each organization nominated one participant (plus an attendant, as necessary) to join the working seminar.

All applications were reviewed by the Seminar Planning Committee and acceptance was made on the basis of the following criteria:

- Ranking in established priority areas for participants
- Available registration openings
- Statement of purposes/rationale form

A listing of participants who either attended the seminar or were represented by a staff member are included in attachment 1.

Evaluation Procedure

The participants were sent a seminar evaluation form the day after the seminar. The purpose of this evaluation was to give feedback to the seminar sponsors regarding the accomplishment of the workshop objectives, arrangements (seminar logistics), topics discussed and need for additional information by participants. The following section is a brief analysis of the results of the evaluation.

General Findings

For the most part, the purpose of the seminar was communicated through the pre-conference materials and activities.

The morning activities assisted both in developing an understanding of the ways in which the arts can become part of the lives of handicapped people and in identifying the variety of agencies and programs which include arts programming for handicapped people.

For the most part, the small group participation workshops provided an opportunity to enhance participants' understanding of what being involved in the arts can mean and to identify key issues and questions relative to developing and expanding arts programs for handicapped people.

The organization of the seminar was considered more than adequate by the participants.

The participants considered the ideas and activities presented during the seminar to be interesting.

For the most part, the participants considered the scope or coverage of the seminar to be only adequate.

Participant expectations for the seminar were generally high.

For the most part, the participants considered the value of the seminar to fall below their expectations.

Summary of the Evaluation Instrument

Following is a summary of the seminar evaluation. Raw scores and mean scores for questions one through ten are provided, as well as representative participant comments for questions 11 through 15.

ARTS FOR EVERYONE

Number of People = 25

Workshop Evaluation

Instructions: Please complete the following at the conclusion of the seminar.

1. Was the purpose of the seminar clearly communicated through the introduction, activities and pre-conference materials?

Yes				No	$\bar{x}$ = 4.5
5-7	4-7	3-3	2-4	1-3	

2. Did the morning activities assit in developing an understanding of the ways in which the arts can become part of the lives of handicapped people?

Yes				No	$\bar{x}$ = 4.0
5-9	4-8	3-5	2-2	1-1	

3. Did the morning activities assist in developing an understanding of the variety of agencies and programs which include arts programming for handicapped people?

Yes				No	$\bar{x}$ = 4.9
5-10	4-7	3-7	2-1	1-1	

4. Did the small group participation workshops provide an opportunity to enhance your understanding of what participating in the arts can mean?

Yes				No	$\bar{x}$ = 4.4
5-6	4-4	3-8	2-4	1-1	

5. Did small group discussion sessions provide the opportunity to identify key issues and questions relative to developing and expanding arts programs for handicapped people?

Yes				No	$\bar{x}$ = 4.5
5-4	4-4	3-10	2-2	1-2	

6. The organization of the seminar was:

Excellent						Poor	$\bar{x}$ = 5.0
7-6	6-5	5-5	4-4	3-1	2	1-3	

7. The ideas and activities presented were:

Very Interesting						Dull	$\bar{x}$ = 5.0
7-2	6-8	5-7	4-3	3-3	2	1-1	

8. The scope (coverage) was:

Very Adequate						Inadequate	$\bar{x}$ = 4.6
7-3	6-2	5-4	4-3	3-2	2-3	1	

9. My expectations for this seminar were:

High						Low	$\bar{x}$ = 5.6
7-8	6-7	5-4	4-3	3	2	1-1	

10. I consider the value of this seminar to be:

High						Low	$\bar{x}$ = 4.5
7-5	6	5-6	4-4	3-4	2-2	1-1	

11. Did you gain what you expected from attending this seminar? (Please specify.) Representative Participant Comments:

No - I thought we would learn overall program content.

Yes - Gained knowledge of people, positions and points about arts for handicapped.

Yes - An introduction to arts for the handicapped.

No - I wanted greater emphasis on consumer groups -- too much time spent on art therapy.

No - I hoped to hear more about programs for elderly in institutional settings.

Yes - General overview.

- No idea of expectation.

No - Little room for individual participation and not pragmatic.

12. Should anything be done differently at future seminars of this type? If yes, please specify. Representative Participant Comments:

- Use of timer was a bit excessive (however, I understand the need to keep a tight schedule).
- There wasn't a cohesive, clear focus to the seminar.
- Audience response/participation should not be restricted.
- More handicapped participating in the arts - what does it mean to them?
- Same people attend and more depth of actual programs.
- Different approach to small group discussion, i.e., categories: deaf/blind, L.D.
- Excellent visual presentations - more specific audience groups including indepth presentations.

13. The first "official" action I will take as a result of this workshop will be: Representative Participant Comments:

- We are planning a museums workshop.
- Try to incorporate arts materials in our publication.
- Discuss with own organization - implement information in course work for volunteers.
- Contact local organization to find out what arts programs are available for autistic children.
- Contact people in NCAH pamphlet.
- Distribute pertinent information.
- Bi-monthly article for magazine on member participation in the arts.

14. I need additional information on: Representative Participant Comments:

- Who are the agencies with an interest in, or responsibility for, arts and cultural activities involving the handicapped.

- How the arts prove useful to the handicapped.
- How volunteers can be included in such programs as "arts in therapeutic recreation".
- How people trained in the arts may expand scope to include handicapped.
- Programs to increase knowledge and appreciation of the arts.
- If NCAH also includes adult encouragement in the arts.

15. Comments. Representative Participant Comments:

- Participant list and statement of need to attend was useful.
- Recommendation - conference objectives be stated in beginning.
- Well done.
- Too much information - more time for questions and discussions.
- Well organized, but not adequately disseminated.
- Enlightening and more on "how to" needed when public interest is increasing.
- Glad to be included - perhaps expected too much for a start.

MEMO

TO: Wendy Perks, Executive Director

FROM: Larry Riccio, Evaluation Consultant

RE: Evaluation of VSAF Training Seminar Conducted by The National Committee, Arts for the Handicapped, Miami, Florida, February 15-16, 1978

DATE: September 26, 1978

Goal

To develop and test a model in-service training program for individuals in arts education for the handicapped which will increase the quality and number of arts programs for handicapped children and youth.

Seminar Objectives

To assess current Very Special Arts Festival (VSAF) implementation and to project future needs and strategies.

Participants

Participants in the seminar were VSAF coordinators. There were 16 participants.

Evaluation Procedure

Participants were asked to complete a Seminar Evaluation prior to departure from the seminar site. The purpose of this evaluation was to give feedback to the NCAH staff regarding accomplishment of seminar objectives, arrangements (seminar logistics), relevance of materials and topics discussed.

General Findings

In general, participants felt that the seminar accomplished its objectives. They found the seminar valuable and left with greater insights on planning, implementing and evaluating VSAF programs. The seminar scope was adequate and the materials helpful.

Summary

Following is the Summary Seminar Evaluation.

VSAF COORDINATORS

A Training Seminar Sponsored by
The National Committee, Arts for the Handicapped
Miami VSAF

February 15-16, 1978

Seminar Evaluation

INSTRUCTIONS: Please complete the following at the conclusion of the seminar.

1. Was the purpose of the seminar clearly communicated through the introduction, session/activities and/or pre-conference materials?

Yes				No
5-9	4-5	3-1	2-1	1

2. Did the activities assist you in developing VSAF planning strategies?

Yes				No
5-12	4-4	3	2	1

3. Did the activities assist you in developing VSAF implementation strategies?

Yes				No
5-9	4-5	3-2	2	1

4. Did the activities assist you in developing VSAF evaluation strategies?

Yes				No
5-12	4-4	3	2-1	1

5. Did the activities assist you in exploring strategies for utilizing VSAF technical assistance resources from the national office?

Yes				No
5-10	4-5	3	2-1	1

Comments: Greater detail needed.

6. Did the activities assist you in identifying exemplary VSAF training components?

Yes				No
5-7	4-6	3-3	2	1

7. Did the activities provide you with the opportunity to identify strategies for expanding VSAF participation?

Yes				No
5-13	4-3	3	2	1

8. Were the materials you received during the seminar helpful?

Yes				No
5-15	4-1	3	2	1

Comments: Excellent job.

Representative Participant Comments

Which were most helpful? (Please list.) Which were least helpful? (Please list.)

- notebook
- group sessions
- discussions to larger body
- materials
- VSAF catalog (guides)
- strategy exchange on VSAF
- publicity NCAH role
- expanding VSAF
- review of other programs
- teacher training

9. Did seminar expand your understanding of the scope and nature of the VSAF program?

Yes				No
5-13	4	3	2	1

10. The organization (i.e., location, facilities) of the seminar was:

Excellent						Poor
7-7	6-6	5-1	4-2	3-1	2	1

Comments: Superb organization. Not enough time over implementing, planning.

11. The ideas and activities presented were:

Very interesting						Dull
7-10	6-5	5	4-1	3	2	1

12. The scope of the seminar was:

Very adequate						Inadequate
7-7	6-8	5-1	4	3	2	1

13. My expectations for this seminar were:

High						Low
7-10	6-1	5-2	4-1	3	2	1

14. I consider the value of this seminar to be:

High						Low
7-13	6-3	5	4	3	2	1

15. Did you gain what you expected from attending this seminar? (Please specify.)

- process of other VSAF
- greater understanding of supporting agencies
- awareness of ways to do a festival
- expectations fulfilled
- implementation and evaluation techniques
- technical assistance
- ideas, goals, sharing of information

16. Should anything be done differently at future regional training seminars of this type? If yes, please specify:

- include handicapped participants
- more time and individualized workshop
- no, it was great
- no earlier notice - more preparation time

17. The first "official" action I will take as a result of this seminar will be:

- review all materials - relate new notions
- share with planning body
- conference with coordinator
- redefine VSAF objectives
- work on festival
- start publicity campaign
- mailing list
- relate to state VSAF person

18. I need additional information on:

- promotional materials
- non-profit organization
- names and addresses of participants
- funds
- classroom and national festivals
- resource people of exceptional quality

19. Comments:

- very thought provoking and stimulating
- thank you!!
- great
- Judy Fain did a great job
- enjoyed conference and participants
- excellent work by NCAH
- well organized

MEMO

TO: Wendy Perks, Executive Director

FROM: Larry Riccio, Evaluation Consultant

RE: Evaluation of VSAF Training Seminar Conducted by The National Committee, Arts for the Handicapped, Rockford, Illinois, February 17-18, 1978

DATE: September 26, 1978

Goal

To develop and test a model in-service training program for individuals in arts education for the handicapped which will increase the quality and number of arts programs for handicapped children and youth.

Seminar Objectives

To assess current Very Special Arts Festival (VSAF) implementation and to project future needs and strategies.

Participants

Participants in the seminar were VSAF coordinators. There were 18 participants.

Evaluation Procedure

Participants were asked to complete a Seminar Evaluation prior to departure from the seminar site. The purpose of this evaluation was to give feedback to the NCAH staff regarding accomplishment of seminar objectives, arrangements (seminar logistics), relevance of materials and topics discussed.

General Findings

In general, participants considered the seminar to be valuable. Seminar objectives were attained; respondents felt that activities designed to assist with planning, implementing and evaluating strategies were adequate.

Summary

Following is the summary Seminar Evaluation.

VSAF COORDINATORS

A Training Seminar Sponsored by
The National Committee, Arts for the Handicapped
Rockford, Illinois

February 17-18, 1978

Seminar Evaluation (Summary)

Instructions: Please complete the following at the conclusion of the seminar.

1. Was the purpose of the seminar clearly communicated through the introduction, session/activities, and/or pre-conference materials?

Yes				No
5-12	4-4	3-1	2	1

2. Did the activities assist you in developing VSAF planning strategies?

Yes				No
5-1	4-9	3-2	2	1

3. Did the activities assist you in developing VSAF implementation strategies?

Yes				No
5-5	4-11	3-2	2	1

4. Did the activities assist you in developing VSAF evaluation strategies?

Yes				No
5-5	4-7	3-5	2-1	1

5. Did the activities assist you in exploring strategies for utilizing VSAF technical assistance resources from the national office?

Yes				No
5-12	4-4	3-1	2	1

6. Did the activities assist you in identifying exemplary VSAF training components?

Yes				No
5-7	4-8	3-1	2-2	1

7. Did the activities provide you with the opportunity to identify strategies for expanding VSAF participation?

Yes				No
5-6	4-9	3-2	2	1

8. Were the materials you received during the seminar helpful?

Yes				No
5-14	4-3	3	2	1

Comments: By far, best part of conference - would have been nice if received materials a week earlier.

Representative Participant Comments

Which were most helpful? (Please list.)

- talks with participants
- morning workshops
- small group
- materials
- slide presentation
- "how to" items
- all
- PR approaches
- strategies
- the guide
- notebook
- phantasmagoria
- fund raising

Which were least helpful? (Please list.)

- large amount of time leaders spent reading to us
- information on fund raising
- time segments too brief
- observe sunshine children
- the "show" after dinner
- information on grant writing

9. Did seminar expand your understanding of the scope and nature of the VSAF program?

Yes				No
5-10	4-4	3-2	2	1

10. The organization (i.e., location, facilities) of the seminar was:

Excellent					Poor	
7-8	6-2	5-4	4-1	3-1	2-1	1

Comments: People great. Rockford difficult to get to.

11. The ideas and activities presented were:

Very Interesting					Dull	
7-5	6-8	5-3	4-1	3	2	1

12. The scope of the seminar was:

Very Adequate					Inadequate	
7-4	6-9	5-2	4-1	3-1	2	1

13. My expectations for this seminar were:

High					Low	
7-8	6-3	5-3	4-3	33	2	1

14. I consider the value of this seminar to be:

High					Low	
7-9	6-5	5-2	4	3-1	2	1

15. Did you gain what you expected from attending this seminar? (Please specify.) Representative Participant Comments.

- communication among participants
- exchange of site strategies
- a more workable plan for our VSAF (what, when, how, etc.)
- feel confident about assistance from NCAH
- future directions of VSAF/NCAH

16. Should anything be done differently at future regional training seminars of this type? If yes, please specify. Representative Participant Comments.

- more time in small groups
- rural vs. urban development
- not so much bus travel
- loosen up time schedule
- send materials first
- hospitality room for after hours conversation
- more effort to let all participants get to know each other

17. The first "official" action I will take as a result of this seminar will be: Representative Participant Comments.

- on phone getting commitments from volunteers/determine VSAF site
- meeting with other program people
- get materials out to coordinators
- extensive publicity campaign
- estimate priorities
- contact state officials

18. I need additional information on: Representative Participant Comments.

- need help getting celebrities for festival
- how to involve special educators; get funds
- workshops that can occur during festivals
- resource people
- funding facilities
- planning grant reports - how forms
- specific time of receiving funds (when?)
- audio visual presentation - target group
- the NY State Study - specific results

19. Comments: Representative Participant Comments.

- workshop was well run and informative
- great job
- made good connections
- thank you - it was a worthwhile experience for me
- this was the most worthwhile meeting I have ever attended
- regional director concept excellent
- "not enough time!" "You really do care."

MEMO

TO: Wendy Perks, Executive Director

FROM: Larrry Riccio, Evaluation Consultant

RE: Evaluation of VSAF Training Seminar Conducted by The National Committee, Arts for the Handicapped, Stockton, California, February 24-25, 1978

DATE: September 26, 1978

Goal

To develop and test a model in-service training program for individuals in arts education for the handicapped which will increase the quality and number of arts programs for handicapped children and youth.

Seminar Objectives

To assess current Very Special Arts Festival (VSAF) implementation and to project future needs and strategies.

Participants

Participants in the seminar were VSAF coordinators. There were 18 participants.

Evaluation Procedure

Participants were asked to complete a Seminar Evaluation prior to departure from the seminar site. The purpose of this evaluation was to give feedback to the NCAH staff regarding accomplishment of seminar objectives, arrangements (seminar logistics), relevance of materials and topics discussed.

General Findings

Participant responses indicate that the seminar met its objective and was a valuable experience. Representative participant comments suggest that pre-conference preparations, i.e., pre-conference communications, lead time, could have been more adequate. In general, participants left with helpful information and materials.

Summary

Following is the summary Seminar Evaluation.

VSAF COORDINATORS

A Training Seminar Sponsored by
The National Committee, Arts for the Handicapped
Stockton, California
Alan Short Center

February 24-25, 1978

Eighteen participants returned evaluation forms.

Seminar Evaluation (Summary)

Instructions: Please complete the following at the conclusion of the seminar.

1. Was the purpose of the seminar clearly communicated through the introduction, session/activities, and/or pre-conference materials?

Yes				No
5(11)	4(3)	3(3)	2	1

Comments: 1) Didn't receive pre-conference materials, 2) Not received.

2. Did the activities assist you in developing VSAF planning strategies?

Yes				No
5(9)	4(9)	3(1)	2	1

3. Did the activities assist you in developing VSAF implementation strategies?

Yes				No
5(5)	4(10)	3(2)	2	1

Comments: More work on actual agenda (e.g., films).

4. Did the activities assist you in developing VSAF evaluation strategies?

Yes				No
5(5)	4(9)	3(2)	2(1)	1

5. Did the activities assist you in exploring strategies for utilizing VSAF technical assistance resources from the national office?

Yes				No
5(7)	4(7)	3(4)	2	1

(Page two of file copy, items 6 through 12 missing)

13. My expectations for this seminar were:

High					Low	
7(2)	6(2)	5(6)	4(5)	3(1)	2	1

14. I consider the value of this seminar to be:

High					Low	
7(9)	6(5)	5(1)	4	3	2	1

15. Did you gain what you expected from attending this seminar? (Please specify.) Representative Participant Responses.

- an idea of how other VSAFs solved problems
- good overview
- much more appreciation for arts and handicapped
- Short Center
- contacts with others in field
- "a deal more than I expected." Clarified many of my concerns.
- yes
- absolutely
- clarification of NCAH expectations

16. Should anything be done differently at future regional training seminars of this type? If yes, please specify. Representative Participant Responses.

- list of all who attend should be available
- not enough materials - some had to share materials
- more films of other festivals
- hands on involvement
- participants should bring copy of their program outline
- outline for first time VSAF participants
- pre-seminar communication and agenda would have been helpful
- great model
- more lead time before workshop
- time constraint was beneficial because of the degree of concentration it elicited.

17. The first "official" action I will take as a result of this seminar will be: Representative Participant Responses.

- to schedule a planning session of our working committee
- to investigate VI D funding for in-service
- contacting community support groups/artists-performers
- get local group fired up as I am now
- schedule planning session with working committee
- disseminate information from seminar
- organize working committee

18. I need additional information on: Representative Participant Responses.

- location/dates for all VSAFs in USA
- schedule of events at festivals
- legislation - lots of people want to know
- local resources
- other VSAF sites
- particulars of "planning proposal"
- in-service programs
- funding sources

19. Comments: Representative Participant Responses.

- seminar was conducted in a good atmosphere
- Alan Short Center is impressive - people great
- glad I came
- a job well done
- need research confirming assertion that arts assist in furthering non-arts studies
- Alan and Gene were great.

MEMO

TO: Wendy Perks, Executive Director
The National Committee, Arts for the Handicapped

FROM: Larry Riccio, Evaluation Consultant

RE: Evaluation of NCAH State Directors' Leadership Workshop, Arlington, Virginia, May 10-12, 1978

DATE: September 26, 1978

Goal

To identify and train leaders and set up model training programs at the state level which will increase the quality and numbers of arts programs for handicapped children.

Objectives

- To highlight some exemplary state programs offering quality arts for handicapped people.
- To explore techniques and strategies for replicating these efforts.
- To get commitments for action from participants that will extend the implementation of arts programs for handicapped children and youth through state departments of arts and special education.

Participants

The conference was limited to participants who were selected on an invitation basis.

Participating states were drawn from among those states who have shown a commitment to furthering arts for the handicapped. Selection of attending states was made by the Executive Director of The National Committee, Arts for the Handicapped and The National Association of State Directors of Special Education.

Evaluation Procedures

The participants were asked to complete the "Making A Commitment" form on the last day of the conference. The purpose of this activity was to crystalize a plan of action to be initiated upon participant's return to his/her "home environment".

Participants also completed a pre-conference survey on the Status of Arts Programs for Handicapped Children. It was the purpose of this instrument to provide an overview of the role of state agencies in providing and promoting arts programs for handicapped children.

Follow-Up Evaluation Strategy

In order to determine the impact of the conference, a follow-up instrument will be sent to conference participants. The instrument will be sent to participants in their "back home settings," to acquire information to determine the level of follow through on their commitment plans.

A comparison of the commitment plan and follow-up survey will be made. It is hoped that identified needs will have been met through implementation of planned procedures, to reflect the development of programs which integrate the arts into special education. This comparison will also serve as an indices for conference effectiveness.

General Findings

In general, conference participants were enthusiastic and receptive.

Commitment plans exhibit perceptive needs, assessments, planning strategies and good utilization of resources. Overall, plans of action indicate an understanding of the philosophy of arts for the handicapped and move toward improved Special Education/Arts Education interface.

Summary

Following are the summary reports of the pre-conference Survey of States and the "Making A Commitment" instrument.

THE NATIONAL COMMITTEE, ARTS FOR THE HANDICAPPED

MAKING A COMMITMENT SUMMARY
Representative Responses

Awareness

Planning
Training - In-Service

Curriculum

Documentation and Dissemination

Representative Participants Comments Follow:

- Expanded VSAF
- Improve coordination between the Special Education and Arts at SEA and LEA levels
- Dollar commitment to arts at LEA level
- Attempt to amend existing state legislation to include arts education
- Include arts in annual program's plan P.L. 94-142
- In-service and pre-service education for arts specialists, teachers of handicapped and administrators
- Develop research proposals to improve level of knowledge to support and increase effectiveness of ongoing effort
- Develop model/demonstration program at LEA level

In these ways:

- Series of meetings and workshops at state level through NH Alliance State Department personnel, special educators, art educators and arts organizations
- Task force Arts for Handicapped
- Share VSAF models throughout state
- Workshops to train specialists, teachers of handicapped and consultants to conduct a wider training program
- Distribute videotapes of VSAF to community organizations

- Joint newsletters and projects between Arts Division and Division for the Handicapped

- Speakers Bureau to make presentations

- Proposal for consultant in Arts for Handicapped to develop a "state plan"

- Identify technical assistance for encouraging arts inclusion in IEP

- Work in conjunction with Part D in-service

We will use these resources:

- NH Alliance for Arts in Education

- State Departments of Special Education and Arts Education

- NH Commission of the Arts and the NH Artists in the Schools Program

- NCAH

- Existing Advisory Boards

- Consultants

- Special Education Instructional Materials Centers

- NASDSE

- BEH

We will need technical assistance and information from NCAH in these forms:

- Information exchange on existing programs

- Funding strategies

- Administrator training sessions

- On-site assistance to planning of conferences

- Consultant recommendations

- Visit to state to formalize a relationship with Arts in Education and Special Education staff

- Guidance and input on involvement of service organizations, public relations and curriculum development

SUMMARY

FOCUS ON PLANNING

Representative Responses

1. What immediate action will you initiate to sharpen the focus within your program?

- Develop State Arts Resource book
- Involve handicapped on planning committee
- Develop a State-wide Advisory Council
- Attempt to interest colleges in organizing in-service credits or teacher training workshops
- More publicity to develop awareness and interest
- Teacher workshops prior to VSAFs
- In-service training for special education teachers
- Make characteristics of handicapped people more generally known to art educators working with them
- Publicity Chairperson for VSAFs to involve media
- Development of an "Awareness" film
- Aggressive move to contact organizations dealing with special population
- More parent involvement
- Encourage Arts/Handicapped presentations at major conferences
- Use of university staff in arts to help plan, program, teach and evaluate
- Legislative/lobbying effort

2. What problems/barriers do you anticipate to achieving these goals?

- Funding
- Time

- Interesting administrative personnel in special education to take art education as seriously
- Administrative approval from LEAs
- Lack of community involvement
- Coordination between various arts groups
- Budget cuts
- Conflict with Special Olympics Art Competition
- Limited personnel

3. What information/technical assistance could the National Office provide?

- Consultants, publications, funding
- Hints on approaching business, industry and service organizations
- Information on funding sources
- Films, publications about Arts for Handicapped
- Assistance with publicity campaigns
- Materials for a major presentation on VSAFs for the Quincy Conference
- Curriculum which fuses arts in special and regular education on the elementary and secondary levels
- Assistance in proposal development
- Develop National Resource Talent Bank for use of existing resources
- Earlier approval of grants

ADDENDUM TO NCAH STATE DIRECTORS' LEADERSHIP WORKSHOP
Arlington, Virginia

May 10-12, 1978

MEMO

TO: Wendy Perks, Executive Director
The National Committee, Arts for the Handicapped

FROM: Larry Riccio, Ed.D., Evaluation Consultant

RE: Impact Evaluation of the State Directors' Leadership Workshop, Arlington, Virginia, May 10-12, 1978

The conference analysis that follows is divided into six sections: participants, evaluation procedure, plan of action, follow-up report, general findings and conclusions/recommendations.

Participants

This conference was limited to participants who were selected on an invitation basis. Participating states were drawn from those states who have shown a commitment to furthering arts for the handicapped. Selection of attending states was made by the Executive Director of The National Committee, Arts for the Handicapped and The National Association of State Directors of Special Education.

Evaluation Procedure

This evaluation involves a comparative analysis between the participants' initial plan of action and their follow-up reports depicting actual undertakings.

Plan of Action

On the last day of the conference, participants completed the "Making A Commitment" statement. The purpose of this activity was to crystalize a plan of action to be initiated upon return to the "home environment". Respondents were asked to identify areas of need within home states, devise methods for addressing these needs and pinpoint available resources. A detailed synopsis of the responses are presented in the Summary section of the original Evaluation Report of the NCAH State Directors' Leadership Workshop.

Follow-Up Report (Impact of conference on participants)

Approximately six months after the conference, participants were asked to respond to post-conference evaluation (follow-up) report. Participants were asked to evaluate the status of their plans of action based on specified tasks as indices of commitment. Evaluation was directed at the action taken, its consequences and planned next steps for each task. A synopsis of these responses are presented in the general findings section of this report.

General Findings

The follow-up reports of those participants who responded, (60%), indicate that the conference generated a good deal of activity and has initiated mobilization efforts at the state level. The analysis of specific tasks, which follows, illustrates the variety and scope of activities resulting from the workshop, (i.e., information and planning meetings, production and dissemination of audio-visual presentations, amendments to state plans and applications for grants). Representative participant comments follow.

Task 1. Plan Meetings?

- Met with advisory boards (South Dakota)
- Held State planning workshops. Festivals and other workshops planned. (Georgia)
- Proposed legislative changes to include Arts for Handicapped in state laws. Not included this year, due to proposition 13. (California)
- Held meetings with department of special education and with State Directors of secondary and elementary education to increase interest in arts for handicapped children. (Tennessee)

Task 2. Develop a Task Force?

- Meetings have produced a core of interested and involved people. (Georgia)
- Suggested changes to the annual program plan. Not implemented due to proposition 13. (California)
- Formation of a nucleus group for arts for the handicapped. (Ohio)

Task 3. Disseminate Information Through Established SEA/LEA Channels Outside Media?

- Improved state-wide communications and information channels as a result of meetings. (Georgia)

Task 4. Produce/Distribute Audio-Visual Presentations?

- Audio-visual materials development completed and ready for presentation at meetings, workshops and conventions. (South Dakota)

- Materials developed and in use throughout state and in dissemination efforts nationally. (Georgia)

Task 5. Develop an In-Service Program?

- Identified consultants. Will contact private facilities and public schools for in-service opportunities.

- In planning stage for presentations in fall and winter programs.

- Extensive in-service - trained approximately 1000 teachers. (Washington)

Task 6. Participate in Conferences of Professional Organizations?

- Awareness building - VSAFs

- Will be attending State and National conferences

- Planning in progress to attend and be on agenda of four conferences. (Washington)

Task 7. Write a Proposal?

- Arts included in VI-D proposal. Supported through 1982. Still investigating other monies.

Task 8. Develop a "State Plan"?

- Arts included in the South Dakota State Plan to BEH

- In process of writing organized activities for state

- Advisory Committee for Arts in Education conducting draft discussion of Ohio Plan

Task 9. Set Up a Model/Demonstration Site?

- Proposal in progress. Will submit for NCAH funding. (South Dakota)

Task 10. Develop Curricula Materials?

- Extensive use of available materials. (Georgia)
- Contacted local artist who is interested in working with LEA's to promote art in the curriculum for handicapped children. (Tennessee)

Task 11. Promote Arts in IEPs at Local Level?

- Include arts in program reviews of public schools. (South Dakota)

Task 12. Develop Cooperative Programs Between Special Education and Arts Education Departments?

- Will respond to needs identified in annual reviews. (South Dakota)
- Co-sponsored workshops and in-service activities
- Cooperating with Eastern Washington University

Conclusions

A comparative analysis between the "Making A Commitment" forms and the Follow-Up Reports (impact instrument) indicates a high degree of follow through on commitments made at the two-day workshop. It is clear from a synthesis of these two forms that the workshop directed at Directors of Arts and Special Education programs has been successful in motivating the development of efforts to extend the implementation of arts programs for handicapped children at the State level.

The practice of sending follow-up forms to participants six months after the workshop proved to be beneficial. The six month lag time allowed for mobilization efforts to be well greased, and provided a long enough period for the fruits of the project staff's efforts to become visible.

Based on the excellent results of this workshop, it is recommended that additional workshops geared toward state level personnel be initiated. Intervention at this level appears to contribute to a more rapid proliferation of programs and widespread awareness.

Attachment 1

The National Committee ☆ Arts for the Handicapped

An Educational affiliate of the John F. Kennedy Center for the Performing Arts

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EXECUTIVE DIRECTOR
WENDY PEAKS

MEMO TO: VSAF Regional Advisors BV

FROM: Bette Valenti, Special Projects Coordinator

RE: November 16 & 17 Meeting in St. Louis

DATE: November 30, 1978

Thank you for attending the Regional Advisors' Meeting on November 16 and 17 in St. Louis. The contributions made during our session were extremely valuable in planning for the future and identifying common concerns.

Attached you will find a composite of the evaluations which were submitted by individual Advisors.

As you know, we are looking forward to coordinating a meaningful training program in January, and we will be relying upon you for guidance and leadership.

You will receive, during the first week in January, data sheets from each of the 1979 VSAF sites within your particular region which should provide background information on the Coordinators as well as the sponsoring agencies.

Thank you again, on behalf of the staff and Board of Directors of the National Committee for sharing your time and expertise in the VSAF program effort.

Warmest wishes for a happy holiday season!

BV/jem

Enclosures

1701 K Street N.W., Suite 905, Washington D.C. 20006 (202) 223-8007 *Voice & TTY*

PROBLEM #1 : How to increase the commitment and involvement of state education agencies

Solutions/Recommendations:

1. Get the arts included in the annual state program plan with a budget included (how and who will do this?).

2. Get arts programs like adaptive physical education, included in the Individual Education Plan for handicapped students.

3. NCAH should work with the state plan officers in BEH to achieve involvement from SEAs.

4. Special education, arts and humanities, state directors personnel should be included at certain regional NCAH meetings and activities.

5. We should work towards financial commitment from SEAs.

6. Investigate funding sources within each state.

7. Provide grant writing conferences.

PROBLEM #2 : How to involve state arts associations in VSAF

Solutions/Recommendations:

1. NCAH should participate in state arts councils through participating in conferences and program committees and work towards soliciting more funds.

2. NCAH should work towards forming committees for arts for the handicapped within each arts association organizational structure.

3. We should invite persons from arts councils and associations to various state/regional meetings.

4. We should send NCAH/VSAF materials to arts council chairmen to develop awareness.

5. NCAH should send to state VSAFs names of national presidents of national arts associations.

6. NCAH should include in application the names of specific associations for inclusion in program, e.g., state arts councils, AAE, names of individual disciplines, state CEC and ARC.

PROBLEM #3 : How to strengthen VSAF training component

Solutions/Recommendations:

1. Encourage greater involvement of arts and arts councils.

2. Develop linkage with university and college programs in order to provide workshops, teacher credits for courses taken.

3. Consider various approaches to providing training, i.e., payments to participants. (NCAH will review VSAF year end reports and compile a list of the various approaches, trends and new ideas.)

4. NCAH should provide regional Coordinators at January meetings with "samples" of different state VSAFs and outline the strengths and weaknesses of successful models.

5. Consider strategies for regional Coordinators to share and learn about "what's happening" in other parts of the country.

6. Develop a "sources and resources" manual for state use.

7. Investigate use of 94-142 training monies.

PROBLEM #4 : How to strengthen VSAF promotions/publicity component

Solutions/Recommendations:

1. Coordinators should evaluate the success of their promotion efforts.

2. NCAH should develop a "national" public awareness campaign billboard advertising (take advantage of January lull), utilize national public radio, public TV, involve professionals from TV, radio and print media in VSAF.

3. NCAH should package a few items for sale for statewide use (scarves, calendars). NCAH is investigating this.

4. Involve parents through setting up a network and creating a constituency.

5. Provide each state with a list of media to be contacted regarding VSAFs.

The following is summary of the evaluations submitted at the November 16 and 17 Regional Advisors' meeting in St. Louis. (Nine evaluations were submitted.)

Which materials were most helpful?

Advisors' Notebook (well organized)
Training Material
Checklists
Promotional Items
Suggested Evaluation Forms and Procedures

Did you gain what you expected from this conference?

Yes, approach to dealing with funding and relationship with SEAs in arts education program for handicapped. (1)

Yes, better understanding of National Committee emphasis and Regional Advisors' role. (2)

Clarification of role as Regional Advisor. (3)

Better understanding of upcoming National VSAF. Ideas for preparing for January training sessions. (1)

Want more info on states in my region - who are the players? (1)

Yes, largely through synergistic learning/exchange input. (1)

Should anything be done differently at future Regional Advisors' meetings?

Zero in on specific topic - avoid global approach.

Only as needed with further developments in program.

Within time parameters - the format is quite effective.

No. (4)

Review data collected on states and sites.
Need background - what is happening?

Really get down to the vital issues at hand - not cover generalities to a large degree (brief).

Comments

Excellent conference, well organized and fine opportunity to share ideas and address problem areas.

Excellent meeting - well planned and organized. We need to continue working towards the installation of permanent arts programs and especially teacher education.

A productive meeting!

This type of conference builds awareness and is a stimulating experience; thus we are better able to reach our goals of taking back information with enthusiasm and commitment.

Excellent session, not only as a Regional Advisor but many ideas will be helpful to me when planning my local VSAF.

I'm really hooked, but I need specific kinds of into to develop strategies.

Well organized - great atmosphere for working and sharing!

Excellent!

So great! Congrats! - the best feeling I can communicate is I feel like we are seeing substantial, concrete improvements and growth coming out of NCAH. That gives me a very warm feeling!

MEMO TO: Wendy Perks, Executive Director

FROM: Larry Riccio, Ed.D., Evaluation Consultant

RE: Third Party Evaluation of VSAF Coordinators' Training Conference Conducted by The National Committee, Arts for the Handicapped, Atlanta, Georgia, January 11 & 12, 1979.

DATE OF THIS REPORT: January 29, 1979

The following evaluation report is divided into 7 sections: Goals and Objectives, Participants, Conference Agenda, Evaluation Procedure, General Findings, Recommendations, and Summary of Participant Comments on Evaluation Form.

Goals and Objectives: The overall goal of the conference was to develop 1979 VSAF implementation strategies. The conference proposed to meet this goal through the following conference objectives:

-To develop an understanding of the role and responsibility of the VSAF Coordinator

-To develop an awareness of the NCAH technical assistance system

-To develop an awareness of the National VSAF (April 5-8, 1979, Washington, D.C.)

-To develop an understanding of the NCAH National Awareness effort and the goals of the Very Special Arts Festival Program.

-To outline strategies for achieving 1979 priorities with emphasis on:
1. Funding
2. Organization
3. Training Component

Participants: Twenty-one (21) VSAF Coordinators participated in the conference. (See attachment for list of participants.)

Conference Agenda: The day and a half conference covered a broad scope of subjects. Workshop sessions addressed funding, location of state resources, the National VSAF, promotion techniques, parent involvement, organizing and planning, and training procedures. Sessions were held in two locations and included a tour of one of the centers. (See attachment for detailed agenda.)

Evaluation Procedure: Participants were asked to complete a Conference Evaluation form prior to departure from the conference site. The purpose of this evaluation was to give feedback to the NCAH staff regarding accomplishment of conference objectives, arrangements (seminar logistics), relevance of materials and topics discussed.

General Findings: Participant responses indicate that the conference was successful in meeting its stated goal. Approximately 95 percent of the respondents felt that the conference had significantly aided in the development of their 1979 VSAF implementation strategies.

In general, activities and materials were appropriate and well presented, leading to a high degree (80-90%) of success in imparting conference objectives. In particular, the VSAF Handbook and Cookbook were rated as most helpful. A few participants considered the PSA announcements, however, as patronizing and demeaning.

Fifty percent (50%) of the respondents found the location and facilities just adequate. Comments indicated that while the conference on the whole was well located, the move to a second site was unsettling and time consuming.

Ninety (90%) percent of all participants rated the conference a very valuable experience.

Recommendations: In this evaluator's opinion, NCAH should be congratulated on the success of this conference. The scope and substance of sessions have been highly motivating and well received.

It is apparent, however, from a number of responses that overall scheduling and logistics created some problems. Individual sessions were too hurried and did not allow adequate time for questions and answers. Back to back meetings did not provide enough "stretch" and "unwind" time. The move from one site to another and the center tour served to aggravate the time crunch and contributed to a sense of being rushed. Additionally, the value of after dinner meetings was questioned, as participants were full and tired.

In light of these comments, it is suggested that future conferences attempt to schedule longer meetings to allow for problem resolution, and built-in rest periods between meetings. The necessary additional time may be found by holding meetings in one location, thereby alleviating a time consuming and unsettling move.

A follow-up activity should be initiated one month following the conference. A paper or telephone follow-up would provide needed feedback for assessing conference impact.

As participants responded positively to the "sharing" experience, it is suggested that some form of periodic communication between VSAF Coordinators be structured. A monthly or quarterly newsletter could prove an effective forum.

Summary Evaluations: The Summary Evaluation Report is attached.

LR/mrc

Copy: B. Valenti

Summary of Participant Comments on Evaluation Form

Number in Parenthesis indicates number of participants who picked the adjacent scale number.

1. Did the conference assist you in developing 1979 VSAF implementation strategies?

Yes				No	Comments
5(16)	4(3)	3(1)	2	1	

2. Did the activities assist you in developing an understanding of the role and responsibility of the VSAF Coordinator?

Yes				No	Comments
5(14)	4(4)	3(2)	2	1	So many alternatives

3. Did the activities assist you in developing an awareness of the NCAH system?

Yes				No
5(12)	4(4)	3(3)	2(1)	1

4. Did the conference provide you with an awareness of the National VSAF (April 5-8, 1979 - Washington, D.C.)?

Yes				No	Comments
5(9)	4(7)	3(3)	2	1	As much as needed

5. Did the activities assist you in developing an understanding of the NCAH National Awareness effort and the goals of the Very Special Arts Festival Program?

Yes				No
5(11)	4(5)	3(3)	2	1

6. Did the conference assist you in outlining strategies for achieving 1979 priorities?

Yes				No
5(10)	4(7)	3(3)	2(1)	1

7. Did the activities provide you with information regarding funding sources?

Yes				No	Comments
5(10)	4(8)	3(2)	2	1	Still a tricky area

8. Were the materials you received during the conference helpful?

Yes — No
5(21) 4 3 2 1

Which were most helpful?
Representative Comments
-Cookbook and VSAF Handbook
-Orientation materials
-Public relations and Publicity tips
-Funding
-PSA and radio spots
-Training manual
-Chance to share and be recharged
-Fund raising and grantsmanship

Which were least helpful?
Representative Comments
-Films
-Training "how to" sessions
-Cookbook good, but would be easier to use if indexed.

9. The organization (i.e. location, facilities) of the conference was:

Excellent — Poor
7(3) 6(4) 5(10) 4(1) 3(2) 2 1

10. The "how to" sessions were:

Very Interesting — Dull
7(8) 6(5) 5(4) 4(1) 3(2) 2 1

11. The scope of the conference was:

Very Adequate — Inadequate
7(7) 6(11) 5(3) 4 3 2 1

12. My expectations for this conference were:

High — Low
7(9) 6(8) 5(3) 4(1) 3 2 1

13. I consider the value of this conference to be:

High — Low
7(13) 6(6) 5(2) 4 3 2 1

14. Having participated in this conference, please rate your competency in coordinating a VSAF

Highly Competent — Not Very Competent
7(5) 6(10) 5(4) 4(1) 3 2 1

15. Did you gain what you expected from attending this conference?

Representative comments
-Better understanding of coordinating & implementing a festival.
-Confidence and extended VSAF ideas.
-Funding information, publicity and organization information.
-"How to" sessions and sharing experiences were very valuable.
-Received a lot of help, ideas and insights to assist in expanding the scope of our program.
-New ideas, sharing with others.
-New program ideas and funding sources.
-Better understanding of new concepts in arts programming from states represented.
-Training activities for teachers.
-Good print material; am pleased to have them.

16. Should anything be done differently at future regional training conferences of this type? If yes, please specify:

Representative comments
-Time to unwind; stretch sessions.
-Hands on arts experience to draw group together.
-Film festival.
-More time to cover information and question/answer sessions.
-No sessions after dinner.
-Stay in one place;
-A full two days or noon to 10:00 and one full day.
-Send preliminary information about training sessions to participants (especially new coordinators).
-Evaluate whether a site visit offers enough to warrant time away from the meeting.
-More time for concerns and solutions.
-More films and resources.
-Very well organized.
-Tour unnecessary.

17. The first "official" action I will take toward planning for my VSAF program as a result of this conference will be:

Representative comments
-Graphic outline of festival plan; draw up working committees; organize with Dept. of Ed. & Recreation.
-Completion of plans and a public relations campaign.
-Get organized; define goals and objectives of festival.
-Meet with site staff; set up working committees.
-Establish committees, festival concept and format.
-More active planning committee; contact State Dept. of Special Education.
-Increase disseminating of Florida materials to others.
-Select right person for workshop and site teams.
-Share information with planning committee.
-Work on training component.
-Meet with committees to set priorities, look for funding
-Confer with support personnel to establish who, what, why, where and when something is decided.
-Call papers re: press releases.

18. I need additional information on:

Representative comments
-Grants available for parent involvement and teacher training.
-Will contact you soon.
-Teacher training workshops.
-Programs sponsored by NCAH; Funding sources.
-Model sites and special projects.
-Film listing.
-Need extra copy of VSAF Handbook and Cookbook.
-How to obtain films.
-Setting up a state organization.
-A-V materials available to assist coordinator in developing plans.
-Gifted and talented handicapped students.

19. Comments:

Representative comments
-Slide show and movie by M. Perrone and movie, "A Special Dance", were the most moving and valuable experiences.
-Thanks for PSA (Though they were patronizing).
-Tapes and media kits were very helpful.
-Conference should be held in one location.
-A hassle to move everything.
-Sessions too rushed.
-No evening sessions: people are full and tired.
-Overall conference, stimulating and exciting. It's always nice to share experiences.
-Fantastic!
-Well organized; Subject matter diversified.
-Individual Conference time with regional advisor would be helpful.
-Information sharing newsletter for VSAF Coordinators throughout the year would be helpful.
-Establish communication with sites.
-A marvelous experience!
-The group is so enthusiastic that it is a privilege to belong to it.
-Thanks for your high energy throughout.
-Persons conducting workshops were interesting and effective.

LR/mrc

The National Committee ☆ Arts for the Handicapped

An Educational affiliate of the John F. Kennedy Center for the Performing Arts

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Vice Chairperson, NCAH

*ex officio

EXECUTIVE DIRECTOR
Wendy Perks

MEMO TO: Wendy Perks, Executive Director

FROM: Larry Riccio, Ed.D., Evaluation Consultant

RE: Third Party Evaluation of VSAF Coordinators' Training Conference Conducted by the National Committee Arts for the Handicapped, Phoenix, Arizona, January 18-19, 1979

DATE: May 1, 1979

The following evaluation report is divided into 7 sections: Goals and Objectives, Participants, Conference Agenda, Evaluation Procedure, General Findings, Recommendations, and Summary of Participant Comments on Evaluation Form.

Goals and Objectives: The overall goal of the conference was to develop 1979 VSAF implementation strategies. The conference proposed to meet this goal through the following conference objectives:

- To develop an understanding of the role and responsibility of the VSAF Coordinator
- To develop an awareness of the NCAH technical assistance system
- To develop an awareness of the National VSAF (April 5-8, 1979, Washington, D.C.)
- To develop an understanding of the NCAH National Awareness effort and the goals of the Very Special Arts Festival Program.
- To outline strategies for achieving 1979 priorities with emphasis on:

  1. Funding
  2. Organization
  3. Training Component

1701 K Street N.W., Suite 801, Washington D.C. 20006 (202) 223-8007

Participants: Twenty-two (22) VSAF Coordinators participated in the conference. (See attachment for list of participants.)

Conference Agenda: The day and a half conference covered a broad scope of subjects. Workshop sessions addressed funding, location of state resources, the National VSAF, promotion techniques, parent involvement, organizing and planning, and training procedures. (See attachment for detailed agenda.)

Evaluation Procedure: Participants were asked to complete a Conference Evaluation form prior to departure from the conference site. The purpose of this evaluation was to give feedback to the NCAH staff regarding accomplishment of conference objectives, arrangements (seminar logistics), relevance of materials and topics discussed.

General Findings

NCAH succeeded once again in presenting a first class conference. Participants overwhelmingly (95%) stated that the conference had assisted in developing 1979 VSAF implementation strategies, identifying funding sources and promoting an understanding of the NCAH National Awareness effort and the goals of the VSAF program. Ninety-five percent of respondents considered the value of this workshop to be high (rated 6 or 7 on a 7 point scale).

Conference materials were generally considered helpful, although the cookbook and the handbook were highlighted by participants as key materials. Logistics and conference organization were excellent.

Recommendations

The most precise recommendation this evaluator can make is that NCAH continue to organize conferences in the same fashion. It is clear that NCAH organizers understand the basic ingredients for a good mix.

A few participants suggested that as the small group experiences are highly successful, more of these sessions should be held on the first day of a conference, to promote group interaction and familiarity.

A follow-up activity should be initiated to determine conference impact. Paper or phone contact would suffice.

Summary Evaluations

A Summary Evaluation Report is attached.

VSAF COORDINATORS
Regional Training Conference
The National Committee, Arts for the Handicapped

Conference Evaluation

1. Did the conference assist you in developing 1979 VSAF implementation strategies?

Yes				No
5(10)	4(11)	3(1)	2	1

2. Did the activities assist you in developing an understanding of the role and responsibility of the VSAF Coordinator?

Yes				No
5(12)	4(7)	3(3)	2	1

3. Did the activities assist you in developing an awareness of the NCAH system?

Yes				No
5(12)	4(7)	3(3)	2	1

4. Did the conference provide you with an awareness of the National VSAF (April 5-8, 1979 - Washington, D.C.)?

Yes				No
5(6)	4(13)	3(1)	2(1)	1

5. Did the activities assist you in developing an understanding of the NCAH National Awareness effort and the goals of the Very Special Arts Festival Program?

Yes				No
5(13)	4(8)	3(1)	2	1

6. Did the conference assist you in outlining strategies for achieving 1979 priorities?

Yes				No
5(7)	4(11)	3(3)	2(1)	1

7. Did the activities provide you with information regarding funding sources?

Yes				No
5(15)	4(6)	3	2	1

8. Were the materials you received during the conference helpful?

Yes					No
5(17)	4(5)	3		2	1

Materials Most Helpful - Representative Comments:

Cookbook	Media
Handbook	Organization
Handouts	Show and Tell
Funding	Technical Assistance
Public Relations	Purple Notebook

Materials Least Helpful - Representative Comments:

Shared Confidence
Show and Tell
PR Materials

9. The organization (i.e. location, facilities) of the conference was:

Excellent						Poor
7(10)	6(11)	5	4(1)	3	2	1

10. The "how-to" sessions were:

Very Interesting						Dull
7(11)	6(7)	5(4)	4	3	2	1

11. The scope of the conference was:

Very Adequate						Inadequate
7(7)	6(11)	5(3)	4	3(1)	2	1

12. My expectations for this conference were:

High						Low
7(7)	6(5)	5(6)	4(3)	3	2	1

13. I consider the value of this conference to be:

High						Low
7(11)	6(10)	5(1)	4	3	2	1

14. Having participated in this conference, please rate your competency in coordinating a VSAF

Highly Competent						Not Very Competent
7(3)	6(9)	5(7)	4(1)	3	2	1

15. Did you gain what you expected from attending this conference?

Representative Comments:

Better general understanding of VSAF
Many new ideas
Good information on goals and plans
Good take home materials
Sharing experiences with other VSAF coordinators
Good problem solving techniques
Good example for better organization
Good "how to" and resource information

16. Should anything be done differently at future regional training conferences of this type? If yes, please specify:

Representative Comments:

More small group experiences
Schedule participation activites on first day to help break the ice
More participation sessions
More time to read material prior to sessions
Longer sessions needed for first year coordinators to provide greater depth and prevent feelings of being overwhelmed
More techniques for combining regular and special students
Longer time given each speaker

17. The first "official" action I will take toward planning for my VSAF program as a result of this conference will be:

Representative Comments:

Sharing information from conference
Initiate a public relations campaign
Make a better, more concrete schedule of tasks
Start a planning committee
Have a public forum on Arts and the Handicapped
Plan training sessions
Contact key persons throughout the state
Try to establish an independent agency to sponsor a festival

17. Representative Comments (Continued)

Review working committees
Get funding lined up

18. I need additional information on:

Funding
Resources
Video tape PSAs
Publicity
Budgeting Requirements
Future picture of national funding and direction
Establishing committments
Fundraising specifics
Evaluation
Technical training on grantmanship
Group leadership and communication skills
How to develop a 5-year plan
Training workshops for teachers

19. Comments:

Excellent
Well planned and organized
Accommodations good
Liked having "easy" activities demonstrated
This year much more informative
Best sessions by NCAH
Food excellent
Would like to see more stress on "spin off" preparation activities and influence on curriculum to avoid being overwhelmed with the idea of the "big" festival
Consider sharing rooms to cut expenses
Interaction of people attending conference good
Conference created incentive and momentum

The National Committee ☆ Arts for the Handicapped

An Educational affiliate of the John F. Kennedy Center for the Performing Arts

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MEMO TO: Wendy Perks, Executive Director

FROM: Larry Riccio, Ed.D., Evaluation Consultant

RE: Third Party Evaluation of VSAF Coordinators' Training Conference Conducted by the National Committee Arts for the Handicapped, New Orleans, Louisiana, January 22 and 23, 1979

DATE: May 3, 1979

The following evaluation report is divided into 7 sections: Goals and Objectives, Participants, Conference Agenda, Evaluation Procedure, General Findings, Recommendations, and Summary of Participant Comments on Evaluation Form.

Goals and Objectives: The overall goal of the conference was to develop 1979 VSAF implementation strategies. The conference proposed to meet this goal through the following conference objectives:

- To develop an understanding of the role and responsibility of the VSAF Coordinator
- To develop an awareness of the NCAH technical assistance system
- To develop an awareness of the National VSAF (April 5-8, 1979, Washington, D.C.)
- To develop an understanding of the NCAH National Awareness effort and the goals of the Very Special Arts Festival Program.
- To outline strategies for achieving 1979 priorities with emphasis on:

  1. Funding
  2. Organization
  3. Training Component

1701 K Street N.W., Suite 801, Washington D.C. 20006 (202) 223-8007

Participants: Twenty-one (21) VSAF Coordinators participated in the conference. (See attachment for list of participants.)

Conference Agenda: The day and a half conference covered a broad scope of subjects. Workshop sessions addressed funding, location of state resources, the National VSAF, promotion techniques, parent involvement, organizing and planning, and training procedures. (See attachment for detailed agenda.)

Evaluation Procedure: Participants were asked to complete a Conference Evaluation form prior to departure from the conference site. The purpose of this evaluation was to give feedback to the NCAH staff regarding accomplishment of conference objectives, arrangements (seminar logistics), relevance of materials and topics discussed.

General Findings

Participants (90% or better) considered the conference a valuable experience for assisting coordinators with the development of 1979 VSAF implementation strategies, developing a better understanding of their roles and responsibilities, clarifying NCAH's national awareness effort and the goals of the VSAF program, and providing information regarding funding sources. Eighty percent (80%) of the attendees felt that the conference had met its objectives regarding developing an awareness of the NCAH system, providing an awareness of the National VSAF and outlining strategies for achieving 1979 priorities.

Materials were highly useful; however, the cookbook, notebook and PSA videotapes received special emphasis. In general, participant expectation for this conference was high, and once again NCAH delivered. Participants left this well organized conference feeling more confident in their ability to plan and implement festivals.

Recommendations

Participant comments regarding site presentations suggest that a standard format (outline) would facilitate these sessions. In addition, a number of items suggest that more time be incorporated in the schedule for question/answer sessions. This might be accomplished by extending small group sessions or scheduling longer breaks, which allow for informal communications. It is possible that the above might necessitate moving to a two day conference format.

Summary Evaluations

A Summary Evaluation Report is attached.

VSAF COORDINATORS
Regional Training Conference
The National Committee, Arts for the Handicapped

Conference Evaluation

1. Did the conference assist you in developing 1979 VSAF implementation strategies?

Yes				No
5-9	4-9	3-2	2	1

2. Did the activities assist you in developing an understanding of the role and responsibility of the VSAF Coordinator?

Yes				No
5-10	4-11	3	2	1

3. Did the activities assist you in developing an awareness of the NCAH system?

Yes				No
5-10	4-6	3-4	2-1	1

Comments:

- Missing understanding of Special Projects, June Conference, Model Sites

- June Meeting

4. Did the conference provide you with an awareness of the National VSAF (April 5-8, 1979 - Washington, D.C.)?

Yes				No
5-10	4-6	3-5	2	1

5. Did the activities assist you in developing an understanding of the NCAH National Awareness effort and the goals of the Very Special Arts Festival?

Yes				No
5-9	4-9	3-3	2	1

6. Did the conference assist you in outlining strategies for achieving 1979 priorities?

Yes				No
5-5	4-10	3-5	2	1

7. Did the activities provide you with information regarding funding sources?

Yes				No
5-11	4-7	3-2	2	1

Comments:

- Processes most effective - need to incorporate

8. Were the materials you received during the conference helpful?

Yes				No
5-16	4-4	3	2	1

Which were most helpful? Which were least helpful?

Comments:

Most	Least
Funding Sources	
Cook Book (This one was best)	
PSA Videotape	
Notebook	

9. The organization (i.e. location, facilities) of the conference was:

Excellent						Poor
7-6	6-4	5-5	4-3	3-2	2	1

10. The "how-to" sessions were:

Very Interesting						Dull
7-6	6-8	5-4	4-1	3-2	2	1

11. The scope of the conference was:

Very Adequate					Inadequate	
7-5	6-7	5-5	4-3	3	2	1

12. My expectations for this conference were:

High						Low
7-8	6-7	5-4	4-2	3	2	1

13. I consider the value of this conference to be:

High						Low
7-8	6-9	5-4	4	3	2	1

14. Having participated in this conference, please rate your competency in coordinating a VSAF

Highly Competent				Not Very Competent		
7-4	6-5	5-9	4-1	3-1	2	1

15. Did you gain what you expected from attending this conference (Please Specify)?

Comments:

- Understanding of what VSAF is all about
- Materials specifying plan of action that has been successful
- Good to share information
- Training programs, PR, evaluation
- VSAF ideas, workshop ideas and resources, funding ideas
- Network of resources
- Refinement of resources and capabilities to develop regional sites which complement state VSAF
- Leadership and materials provided by NCAH give a VSAF coordinator confidence
- Appreciate accessibility and emphasis on follow-up

16. Should anything be done differently at future regional training conferences of this type? If yes, please specify:

Comments:

- Hold locally
- Need an outline to make site presentations consistent (will send sample)
- Mini sessions with optional attendance would allow more relevant training
- More specifics and details
- Suggest earlier notification for our fundraising purposes
- Include list of clinicians to contact for festivals
- Emphasize new festival varieties rather than rehashing
- Room acoustics poor, use a P.A. or cassettes for slide/tape presentations

17. The first "official" action I will take toward planning for my VSAF program as a result of this conference will be:

Comments:

- Implementing organizational strategies
- Report positive feelings to my coordinator
- Share information with other chairpersons; formulate timetable
- News release; PSA; state planning meeting
- Contact "key" people
- Develop a plan
- Identify local funding sources
- Get publicity committees working
- Request funding from state education organization
- Write news article for state education newsletter
- Contact future VSAF chairman for training programs
- Re-align committees and resources
- Call for volunteer help
- Get training programs going

18. I need additional information on:

- Arts in Education and program implementation for students in regular classes
- VIP strategies
- NVSAF
- Severe and profound activities. Workshop presentors.
- Locating "celebs" and how to identify quality performances and demonstrations
- Legal, fiscal and general administrative aspects of establishment of state VSAF project.
- How to involve State Department people more effectively
- Upper administration strategies
- Clinicean who can do quality training in arts for handicapped involving persons at state level in practical way

19. Comments:

- Well organized. Top professionalism at work.
- Have gained friends, insights and knowledge.
- Super! NCAH staff was very well prepared; sensitive to group needs and helpful. Bette is most effective!
- Thank you.
- Relaxed, free, atmosphere.

19. Comments: (continued)

- Good to share.
- Bette was excellent coordinator. Excellent organization.
- Charging extra for buttons puts a financial burden on large festivals - money that could go toward cliniceans, etc.
- Very well done.
- Thanks for bringing human element into total project! You are super people!
- Facilities leave room for improvement.

MEMO TO: Wendy Perks, Executive Director

FROM: Larry Riccio, Ed.D., Evaluation Consultant

RE: An Overview: Third Party Evaluation of three VSAF Coordinators' Training Conferences Conducted by the National Committee Arts for the Handicapped in Atlanta, Georgia (January 11-12, 1979); in Phoenix, Arizona (January 18-19, 1979); and in New Orleans, Louisiana (january 22-23, 1979)

DATE OF THIS REPORT: June 29, 1979

The following evaluation report is divided into 7 sections: Goals and Objectives, Participants, Conference Agenda, Evaluation Procedure, General Findings, Recommendations, and Summary of Participant Comments on Evaluation Form.

Goals and Objectives: The overall goal of the conferences was to develop 1979 VSAF implementation strategies. The conferences proposed to meet this goal through the following conference objectives:

-To develop an understanding of the role and responsibility of the VSAF Coordinator

-To develop an awareness of the NCAH technical assistance system

-To develop an awareness of the National VSAF (April 5-8, 1979, Washington, D. C.)

-To develop an understanding of the NCAH National Awareness effort and the goals of the Very Special Arts Festival Program

-To outline strategies for achieving 1979 priorities with emphasis on:

1. Funding
2. Organization
3. Training Component

Participants: Sixty-four (64) VSAF Coordinators participated in the three (3) conferences. (See attachment for list of participants at each conference.)

Conference Agenda: The day and a half conferences covered a broad scope of subjects. Workshop sessions addressed funding, location of state resources, the National VSAF, promotion techniques, parent involvement, organizing and planning, and training procedures. (See attachment for detailed agenda of each conference.)

Evaluation Procedure: Participants at each conference were asked to complete a Conference Evaluation form prior to departure from the conference site. The purpose of this evaluation was to give feedback to the NCAH staff regarding accomplishment of conference objectives, arrangements (seminar logistics), relevance of materials and topics discussed.

General Findings: Participants' responses for all three conferences indicated that the conferences were successful in meeting the stated goals. Participants overwhelmingly (93% or better) stated that the conferences had assisted in developing 1979 VSAF implementation strategies, identifying funding sources and promoting an understanding of the NCAH National Awareness effort, and the goals of the VSAF Program.

In particular, the VSAF Handbook and Cookbook were rated as most helpful.

Logistics and conference organization were excellent; however, those participants attending the conference in Atlanta felt their move to a second site during their conference was unsettling and time consuming.

Participants at all three conferences felt their conference was a very valuable experience.

Recommendations: In this evaluator's opinion, NCAH should be congratulated on the success of these conferences and NCAH should continue to organize conferences in the same fashion.

The scope and substance of sessions have been highly motivating and well received. Some participants felt the small group experiences were highly successful and promoted interaction and familiarity; however, other participants felt individual sessions were too hurried and did not allow adequate time for questions and answers. This might be corrected by extending small group sessions or scheduling longer breaks, which allow for informal communications.

It was suggested that meetings be held in one location (without an unsettling move to another site) and that the conferences might necessitate moving to a full two day format.

A follow-up activity should be initiated following each conference. Paper, newsletter, or phone contact would provide needed feedback for assessing the conferences' impact.

Summary Evaluations: The Summary Evaluation Report is attached.

VSAF Coordinators
3 Regional Training Conference
The National Committee, Arts for the Handicapped
Summary Conference Evaluation
for 3 Conferences

1. Did the conference assist you in developing 1979 VSAF implementation strategies?

YES				NO
5 (35)	4(23)	3(4)	2(0)	1(0)

2. Did the activities assist you in developing an understanding of the role and responsibility of the VSAF Coordinator?

YES				NO
5(36)	4(22)	3(5)	2(0)	1(0)

Comments: So many alternatives

3. Did the activities assist you in developing an awareness of the NCAH system?

YES				NO
5(34)	4(17)	3(10)	2(2)	1(0)

Comments: Missing understanding of Special Projects, June Conference, Model Sites; June Meeting;

4. Did the conference provide you with an awareness of the National VSAF (April 5-8, 1979 - Washington, D. C.)?

YES				NO
5(25)	4(26)	3(9)	2(1)	1(0)

Comments: As much as needed

5. Did the activities assist you in developing an understanding of the NCAH National Awareness effort and the goals of the Very Special Arts Festival Program?

YES				NO
5(33)	4(22)	3(7)	2(0)	1(0)

6. Did the conference assist you in outlining strategies for achieving 1979 priorities?

YES				NO
5(22)	4(28)	3(11)	2(2)	1(0)

7. Did the activities provide you with information regarding funding sources?

YES				NO
5(36)	4(21)	3(4)	2(0)	1(0)

7. (Continued)

Comments: Still a tricky area; Processes most effective - need to incorporate

8. Were the materials you received during the conference helpful?

YES				NO
5(54)	4(9)	3(0)	2(0)	1(0)

Comments:

Materials Most Helpful---

Cookbook
VSAF Handbook
Orientation Materials
Funding and Grantsmanship Sources
Public Relations and Publicity Tips
PSA and Media
Show & Tell
Technical Assistance

Materials Least Helpful---

Films
Training "how to" sessions
Cookbook should be indexed
Show & Tell

9. The organization (i.e., location, facilities) of the conference was:

EXCELLENT						POOR
7(19)	6(19)	5(15)	4(5)	3(4)	2(0)	1(0)

10. The "how-to" sessions were:

VERY INTERESTING						DULL
7(25)	6(20)	5(12)	4(2)	3(4)	2(0)	1(0)

11. The scope of the conference was:

VERY ADEQUATE					INADEQUATE	
7(19)	6(29)	5(11)	4(3)	3(0)	2(0)	1(0)

12. My expectations for this conference were:

HIGH						LOW
7(24)	6(20)	5(13)	4(6)	3(0)	2(0)	1(0)

13. I consider the value of this conference to be:

HIGH						LOW
7(32)	6(25)	5(7)	4(0)	3(0)	2(0)	1(0)

14. Having participated in this conference, please rate your competency in coordinating a VSAF:

HIGHLY COMPETENT						NOT VERY COMPETENT
7(12)	6(24)	5(20)	4(3)	3(1)	2(0)	1(0)

15. Did you gain what you expected from attending this conference (Please Specify)?

Better understanding of VSAF and implementing a festival
Good information on goals and plans and ideas
Funding information, publicity and organizational materials
Sharing experienceswith other VSAF coordinators
Good problem solving and planning techniques
Good "how to" and resource information
Confidence building for VSAF coordinators
Good handout material
Refinement of resources to develop regional sites which complement state VSAF

16. Should anything be done differently at future regional training conferences of this type? If yes, please specify:

More small group and participation experiences
More time to read materials and more time allotted for speakers
Make site presentations more consistent
Suggest earlier notification for fundraising purposes
Include list of clinicians to contact for festivals
Emphasize new festival varieties
Hands on arts experience to draw group together (help break the ice)
More time to cover information and question/answer sessions
Send preliminary information about training sessions to participants (especially new coordinators)
More films and resources, use cassettes for slide/tape presentations

17. The first "official" action I will take toward planning for my VSAF program as a result of this conference will be:

Get organized - plan and define goals of festival
Implementing organizational strategies
Share information with other chairpersons and key persons throughout state
News releases; PSA; state planning meeting
Identify local funding sources and request funding from state educational organizations
Call for volunteer help
Initiate a public relations campaign
Start a planning committee and plan training sessions

18. I need additional information on:

Arts in Education and program implementation for students in regular classes
VIP strategies
NVSAF
Severe and profound activities
Locate "celebs" and quality performers and demonstrators
Legal, fiscal, and administrative aspects of establishing state VSAF project
How to involve State Department people more effectively
Clinician who can do quality training in arts for handicapped (at state level)
Grants available for parent involvement and teacher training
Programs sponsored by NCAH
Funding sources
Model sites and special projects
Film listing
A-V materials available to assist coordinator in developing plans
Gifted and talented handicapped students
Future picture of national funding and direction
How to develop a 5-year plan
Training workshops for teachers
Budgeting requirements

19. Comments:

Slide show and movie by M. Perrone and movie, "A Special Dance". were the most moving and valuable experiences
Thanks for PSA
Tapes and media kits were very helpful
Conference should be held in one location
No evening sessions
Overall conference---stimulating, excellent and exciting
Individual conference time with regional advisor would be helpful
Information sharing newsletter for VSAF coordinators throughout the year would be helpful
The group is so enthusiastic that it's a privilege to belong
Thanks for high energy throughout
This year much more effective and best sessions by NCAH
More stress on "spin off" preparation activities and influence on curriculum to avoid being overwhelmed with "big" festival
Interaction of people attending conferences good
Conference created incentive and momentum
Super! NCAH staff was very well prepared, sensitive to group needs, helpful and organized (Bette is most effective!)
Thank you!

EVALUATION REPORT

NATIONAL COMMITTEE, ARTS FOR THE HANDICAPPED
1978-79 MODEL SITE MEETING

"ECHOES AND IMAGES"

Hawkins and Associates, Inc.
July 25, 1979

ECHOES AND IMAGES

On May 16-18, 1979 the National Committee, Arts for the Handicapped (NCAH) held a Model Sites Meeting ("Echoes and Images") for representatives from each of the twelve 1978-79 Model Sites. The meeting was held in Stockton, California, at the University of the Pacific and the Alan Short Center -- one of the NCAH Model Sites.

The conference goals and objectives were:

1) To review the achievements and accomplishments of the 1978-79 NCAH Model Sites Program.

2) To demonstrate the growth and effectiveness of the NCAH Model Sites Program.

3) To identify and develop the potential of new programs and relationships and creative uses of innovative techniques.

In order to accomplish these goals, participants were given the opportunity to hear presentations by each of the Model Sites, as well as by AHRIN Coordinators and invited innovators. Presentations were made on ways in which Model Sites could utilize new technological, training and media techniques, and make best use of Federal and State agencies for program development and funding. In addition, there were opportunities for those attending to view performances in music, dance and drama presented by handicapped artists, as well as to participate in arts activities in order to heighten understanding of the impact of arts for handicapped individuals and to increase awareness of the arts.

Model Sites of the National Committee, Arts for the Handicapped, are exemplary programs of all the arts for all handicapped individuals. Agencies and institutions accredited as Model Sites by NCAH serve as demonstration and resource sites providing replicable program examples for arts and special education personnel throughout the nation. 1978-79 is the third year of the NCAH Model Sites Program; Model Site activities are supplemented by the NCAH Very Special Arts Festival Program and the NCAH Special Projects Program.

Recommendations

The closing session of the Model Sites meeting was concerned with "Recommendations for the Future" made by participants from the Model Sites. Recommendations made included suggestions in areas such as communication between Model Sites, between the NCAH and Model Sites, and of the accomplishments and needs of Model Sites to communities, State and Federal agencies, and other interested parties; research and evaluation; training and funding. Specific recommendations included:

Communication

- Establish an informational yearly calendar of on-going projects, performances, etc. at each Model Site and AHRIN Center, to be shared by all.
- The NCAH should: provide information to Model Sites on ways to implement desired plans; establish guidelines to help Model Sites respond to requests for information more efficiently; give directions specifically outlining how successful programs can be modeled; and clearly define Model Site responsibilities.
- Presentations should be made on surmounting practical problems, sharing resources (such as pre-

sentations by representatives from HEW, OE, State Departments of Education, etc.)

- Strive for greater visibility through local, state and national conferences at which parents, educators and advocates (as well as Model Site personnel) could come together to give direction and share information; and through providing information to local, state and Federal agencies on the goals, philosophies and needs of Model Sites.

Research and Evaluation

- Focus on accountability: reasearch designs; assessment instruments; program validation; training Model Site Coordinators to do these things.

- Help find simple, appropriate research and evaluation techniques for Model Site programs.

- Conduct an initial research symposium or seminar to develop informational strategies and projects for the future.

Training

- More emphasis on training of personnel (i.e. artists who can teach; teachers who are artists).

- Establish an exchange between Model Site personnel; utilize each other for training, etc.

- Begin training regional leaders.

Funding

- Provide a list of agencies in Washington, DC and elsewhere who are supportive of arts programs.

- Provide a paper or monopraph to Model Sites explaining where funds are and how to get them. The text of Henry Smith's presentation would be an excellent start.

Other

- NCAH should have a stronger advocacy program -- if the rights of handicapped persons are not directly addressed, there will be no arts for the handicapped.

- Include greater involvement of physically disabled youngsters.

Conference Evaluation

At the conclusion of the conference, participants were asked to evaluate various aspects of the Model Site Meeting. In the first part of the evaluation form, specific objectives for each segment of the meeting were restated, and respondents were asked to indicate the extent to which the objective was met. As a guide, presentations made in conjunction with each objective were also listed. Responses to the question, "Was the objective met?" could range from "yes" (5 points) to "no" (1 point); an objective that was met fully would receive a score of 5.0. Space was provided for suggestions and comments.

Participants at the Model Sites Conference seemed to feel that the objective met most completely was "To increase awareness and information about the 1978-79 Model Sites"(score = 4.87). To meet this objective, presentations were made by Model Site Coordinators. Comments included suggestions that the presentations were very helpful and that participants enjoyed the exchange of information, but that too much information was given in too short a time. Those responding suggested that there should be less listing of accomplishments, and that perhaps a written description would have been sufficient.

Two objectives, "To review NCAH Model Sites origin and to develop a climate for interaction," and "To heighten understanding of the impact of arts for handicapped individuals," received scores of 4.56. Comments concerning the former objective, met through an after-dinner round table session by NCAH Inaugurators, indicated that, on the one hand, the statements made did set a good tone and climate; and on the other

hand, that the climate for interaction was already established. Respondents seemed to enjoy the performances by handicapped artisans presented in conjunction with the latter objective. One question asked was whether or not it would have been possible to involve younger artisans and those with other handicapping conditions.

Presentations were made by innovators in the field of arts of the handicapped in conjunction with the objective "To explore and develop new program relationships" (score = 4.5) Those attending the conference seemed to feel that the information presented was useful and to the point (especially that presented by Smith and Brightman).

The presentations made by AHRIN Coordinators to meet the objective "To explore the creative use of new techniques and ideas" received a score of 4.25, as did time allotted for participants to make recommendations for the future ("To summarize the project activities for the future"). Respondents comments indicated that the AHRIN presentations were "most informative", and the "best part of the conference." Those commenting on the recommendations session felt that while the interchange of ideas was beneficial,that more time was needed. The suggestion was made that the representatives from the Model Sites should be a decision making body.

The final objective, receiving a score of 3.6, was "To increase awareness of the arts." This objective was met through a "participation break" which received a variety of comments ranging from "great idea" to "not enough actually doing" to

"was it really necessary".

Those completing the evaluation forms for the Model Site Meeting were then asked to respond to a series of open-ended questions about the conference. Summaries of the answers received follow:

Based on this conference, what types of materials can NCAH develop and distribute?

- Existing assessment instruments and data concerning measurements of value of arts for children; self-concept; body image; creativity; selected cognitive variables; selected psychomotor values.
- Research methods and strategies appropriate to our fields: summaries of planned research conference disseminated to NCAH persons in the field; identify current research; lists of research and evaluation instruments that are useable.
- Lists of interested people -- funding and personnel resources; resource materials available; media personnel; available alternate sources of funding through regional and national organizations.
- Information on journals, publications, etc. that could be interested in articles based on our programs.
- Nationwide calendar of events; information on site concerns.
- How to present and develop a successful brochure.

How can NCAH assist each model site in implementing the techniques which were presented at the conference?

- A) In depth workshops or conference in areas needing strengthening
  a) research and evaluation
  b) community outreach
  c) broadened programming
  B) Closer cooperation of model sites to share programming, etc.
- Notes, texts of what is said.
- Provide media.
-

- AHRIN support and visits
- I'm not sure you'd want to implement all the techniques presented.

Should anything be done differently in future conferences?

- More visible art/slides of products of programs, not lists of accomplishments.
- Ask each site to select one special thing accomplished, give brief statement on it, and then throw it open for discussion.
- More time for group discussion.
- Section devoted to research concerns; fewer presentations and more interaction.
- Pre/post assessment of the conference to show participants techniques to be modeled in their own states.
- Let us know about them sooner! It was lucky we could come.

I would like additional information on:

- How we - NTIS - can serve the National Committee and other sites better.
- Resource people willing to travel.
- Research techniques and exploration of priorities of work to be measured and evaluated.
- Research and evaluation tools.
- Theater with disabled students.
- Media development.
- Severe and profound project.

Were the overall goals and objectives of the conference met?

Note: Responses could range from "yes" (5 points) to "no" (1 point); a goal that was met fully would receive a score of 5.0.

1. To review the achievements and accomplishments of the 1978-79 NCAH Model Site Program.

   Score = 4.91; No comments

2. To demonstrate the growth and effectiveness of the NCAH Model Site Program.

   Score = 4.25; No comments.

3. To develop understanding of the origins of the Model Site Program and a climate for interaction.

   Score = 4.90; Comments: This is not a relevant objective -- climate was already established with professionals. Set up communication system among sites.

<u>What was the most helpful session of this conference in terms of your model site program?</u>

- Review of Model Site programs -- knowing that these people really have model programs which should be "show-cased"
- Having the presentation of the Model Site Coordinators -- learned a great deal about all the programs and got great ideas which can be tried in the future.
- AHRIN Coordinators; Invited Innovators.
- Henry Smith
- Session on recommendations for the future.
- Research
- Getting together to talk informally to "brainstorm" problems to all of us.

The National Committee ☆ Arts for the Handicapped

An Educational affiliate of the John F. Kennedy Center for the Performing Arts

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EXECUTIVE DIRECTOR
WENDY PERKS

MEMO TO: Wendy Perks, Executive Director

FROM: Larry Riccio, Ed.D., Evaluation Consultant

RE: An Overview: Third Party Evaluation of State Leadership Conference on Arts for the Handicapped, sponsored by The National Committee, Arts for the Handicapped, St. Louis, Missouri, June 3 - 5, 1979.

DATE: September 19, 1979

This report is divided into 8 sections: Goals and Objectives, Participants, Evaluation Procedure, General Findings, Recommendations, Summary Evaluation, sample letter and sample summary of action planning session.

Goals and Objectives: The overall goal of the conference was to provide information on arts for the handicapped to selected state leaders. A subgoal of this conference was to provide the opportunity for state delegations of leaders to develop action plans for implementing arts education programs for the handicapped in these states. The conference was structured to accomplish these goals through a variety of the following objectives:

- Develop awareness of nation-wide activities in arts for the handicapped from a panel of recognized educators and experts
- Develop an understanding of the rationale of arts for the handicapped
- Develop an understanding of relevant research and related issues in arts for the handicapped
- Increase awareness of state and local program development in arts for the handicapped
- Identify and explore personnel preparation issues concerning arts for the handicapped
- Explore fiscal implications of programming for arts for the handciapped

1701 K Street N.W., Suite 905, Washington D.C. 20006 (202) 223-8007 *Voice & TTY*

- Develop a nationwide perspective of arts policies and arts for the handicapped policies
- Critically examine each participating state's policy base
- Develop an action plan for each participating state
- Exchange information on state action plans

Participants: Twenty-two (22) state level individuals from 10 states participated in the conference. Additionally 6 national/ federal level individuals participated.

Conference Agenda: The two day conference was organized to provide a catalytic environment leading to the production of a state action plan for developing expanding arts programs for the handicapped. (See attached agenda.)

Evaluation Procedure: Participants at the conference completed an evaluation form prior to departure from the conference site. The purpose of this evaluation was to provide feedback to the NCAH staff regarding accomplishemnt of objectives, relevance of materials and topics, and organization and presentation of activities.

General Findings: Participants, 77.3% of whom had high expectations for this conference, were not disappointed. In fact, 81.8% found the sessions interesting to highly stimulating, and very worthwhile (72.8%). The material was well organized according to 81.7% of the respondants, and printed materials were considered helpful by 77.3%.

Individual session ratings indicate that the scope and content of presentations met primary objectives.

The "State and Local Program Development", "Planning for Action". and "Personnel Development" sessions were particularly well received.

The "Financing" and "Research" sessions, however, were considered less effective in meeting programmed objectives, according to 59.1% and 63.6% of the respondants respectively.

In general, 72.7% of the participants felt the conference has succeeded in increasing their understanding of the relationthip between arts education and the psycho educational development of handicapped children. Furthermore, 81.8% felt the conference had stimulated their committment for further growth and development of arts programs for the handicapped.

Recommendations: This conference was well received and effective in meeting its goals. It is apparent from the evaluation that a great deal of time and thought went into planning and implementation.

It was noted by some participants that key staff were absent from State delegations, primarily due to full schedules. Since a primary objective of the conference was to provide a forum for State planning, requiring the presence of key State level staff, future conferences should allow for additional lead time.

Further, preconference materials should specify criteria for selecting alternates/substitutes who would be appropriate representatives, should staff invitees be unable to attend.

In light of the response to the"Research" and "Finance" sessions, NCAH should review these presentations to more effectively meet the needs of their audience. Both sessions appear to require specificity.

Summary Evaluation: The Summary Evaluation Report is attached:

STATE LEADERSHIP CONFERENCE
ARTS FOR THE HANDICAPPED

SUMMARY EVALUATION FORM

June 3-5, 1979

SECTION I

Session Title	Circle one: Was objective met?				
1. National Panel	Yes				No
	5	4	3	2	1
	7	6	3	1	1
	31.8%	27.3%	13.6%	9.1%	4.5%

Representative Comments:

- May not be as beneficial to new people as to "regulars"
- Most enlightening
- Panelists were strong, competent

Session Title					
2. Why the Arts - Why Arts for Handicapped Children?	Yes				No
	5	4	3	2	1
	8	6	3	2	2
	36.4%	27.3%	13.6%	9.1%	9.1%

Representative Comments:

- Research still needed
- Todd's talk was excellent

Session Title					
3. What Research Tells Us About Arts for Handicapped Children	Yes				
	5	4	3	2	1
	1	6	7	5	2
	4.5%	27.3%	31.8%	22.7%	9.1%

Representative Comments:

- Little research explored
- Public policy formation tends to get hung upon proveable research. I prefer other alternatives
- Not enough time
- Would have liked to have had more suggestions and direction from the NCAH regarding what the states might do to work with NCAH in the area of research

4. "State and Local Program Development"

Yes				No
5	4	3	2	1
8	6	4	2	2
36.4%	27.3%	18.2%	9.1%	9.1%

Representative Comments:

- Georgia program poorly explained
- Awareness increased

5. "Personnel Development in Arts for Handicapped"

Yes				No
5	4	3	2	1
8	6	8	0	0
36.4%	27.3%	36.4%	-	-

Representative Comments:

- Too little time
- Enjoyed the films

Excellent, well developed presentation

6. "Financing Arts for the Handicapped Programs"

Yes				No
5	4	3	2	1
2	5	6	2	6
9.1%	22.7%	27.3%	9.1%	27.3%

Representative Comments:

- Almost useless. Either (1) national funding process or (2) local funding experiences and strategies would be more useful
- Disaster! Didn't explore any of the multitude of funding sources available

7. "Planning for Action"

Yes				No
5	4	4	4	1
5	12	4	1	0
22.7%	18.2%	18.2%	4.5%	-

Representative Comments:

- "Leadership Conference Book" is fine
- As introduction to my states' activities in this area and contact with key staff was most useful for information and possibility of future cooperation.
- Inviting various state leaders was excellent
- Most valuable
- Made contacts within state
- Very good. Forced interagency cooperation that is essential to making an effective plan
- Other state experiences were (1) not applicable or (2) poorly communicated to us (superficial overview)

Section II

Recommendations/Comments

1. Did this conference succeed in increasing your understanding of the relationship between arts education and the development of handicapped children and youth?

   Yes 16 No 4 Undecided 1

- Mix of participants was excellent. Too bad not all areas represented from each state. Maybe Maybe earlier notification would help.

2. Did this conference result in helping you formulate a commitment to arts for the handicapped program growth and development?

   Yes 18 No 2 Undecided 1

Section III

1. The conference facilities were:

Excellent						Poor
7	6	5	4	3	2	1
10	7	3	1	1	0	0

- CEMREL super! Hospitality great

2. Were the housing accommodations adequate?

   Yes 21 No 0 Undecided 0

3. The ideas and activities presented were:

Very interesting						Dull
7	6	5	4	3	2	1
3	6	9	3	0	0	0

4. Was the content material presented logically?

High						Low
7	6	5	4	3	2	1
3	7	5	3	0	1	0

5. My expectations for this conference were:

- This is best designed conference I have attended.

High						Low
7	6	5	4	3	2	1
5	5	6	3	0	0	1

6. I consider the value of this conference to be:

High						Low
7	6	5	4	3	2	1
6	8	2	3	1	1	0

7. Printed conference materials were:

Helpful						Poor
7	6	5	4	3	2	1
6	8	3	1	0	0	0

Recommendations/ Comments

- More research material needed

Section IV

1. What was the most significant aspect of this conference that will enable you to support arts for the handicapped?

- Awareness of lay people. Must stress importance of research and statistics for proving need
- Reinforce need for state committment
- Ideas from National Committee and other states
- Cooperative planning
- Meeting with other state people
- Supportive information and materials
- Interaction among participants
- Reinforce value of state resources
- Staff cooperation
- Formation of an ad hoc working committee
- Basic knowledge of arts for the handicapped

2. Should anything be done differently at future conferences of this type?

- Earlier small group discussions
- More/better preconference information
- More specifics
- State caucus at beginning and end
- Utilization of State Arts for Handicapped Committees
- Long lead time - key people missing from our delegation
- Would have liked to see "504" drawn into focus of this conference. Handicapped have right to enjoy arts as audience as well as participants
- Know your audience and try to meet specific clients
- Get information out sooner
- Make it clear that alternates/substitutes can be sent and specify who might qualify
- Greater detail of conference information prior to conference

3. I feel I need additional information on:

- Support and continuous information
- Scope of NCAH activities, policies and organization
- Research
- Copies of State Plans as developed
- Specific funding plans

4. I feel The National Committee, Arts for the Handicapped can do the following to assist my state's program:

- Share state plans not including arts for handicapped
- Provide awareness information for statewide awareness programs
- More workshops/conferences, consultants, technical assistance
- Please send information requests, applications for proposals etc., before the due date
- At this point it's not clear to me what NCAH does
- Specific suggestions as to how to impact on our states regarding P.L. 94-142.
- Give leadership, promote ideas, be an advocate
- Continue grant awards for VSAFs
- Resource Guide: Arts for the Handicapped
- Iowa needs more recognition from NCAH concerning our accomplishments

State Leadership Conference
on Arts for the Handicapped - June 3-5, 1979
Action Planning by KANSAS

The Kansas Delegation which met at the St. Louis State Leadership Conference were composed of the following members:

Ramona Carlin, Governor's Office
Tim Hiebert, State Board
Damon Weber, Art Alliance
Mary Brown, Art Commission
Vivian Cobb, (representing George Neaderhiser, Music Specialist
State Department of Education
James Marshall, State Director of Special Education

The delegation had a difficult time of establishing objectives that would leave to a more comprehensive plan regarding Arts for the Handicapped. The factors that contributed to the problem included the following:

(1) Lack of data that reflected clear-cut information that could lead to meaningful planning.

(2) Lack of a policy statement by the State Board of Education regarding Art in general, much less Art for the Handicapped. (Note: The research by Dr. Bill Brown indicated that Kansas did not have a policy statement regarding general Art, nor a policy on Art for the Handicapped.

In view of the fact that Kansas does not have policy statements for general Art nor Arts for the Handicapped, it was agreed by the Kansas delegation that a more detailed study be made of the problem, utilizing members of the St. Louis delegation and expanding the group to a more complete Task Force.

The following steps were to be taken:

(1) At the next State Board of Education meeting, Mr. Tim Hiebert, State Board member would make an informational presentation regarding the meeting, Mr. Marshall, State Director of Special Education would assist Mr. Hiebert. (Note: This presentation was made at the June 12 State Board meeting.

(2) At the State Board meeting, Dr. Merle Bolton, Commissioner of Education was to be requested to convene a more complete Task Force on Arts for the Handicapped. Members of the St. Louis delegation would be asked to be a part of this Task Force. The Task Force would be larger and a more representative group then the delegation.

Note: This request is under consideration.

Some of the points of review and objectives of this Task Force would include:

(a) Develop an awareness study of the needs for advancing Arts for the Handicapped.

(b) Produce a needs assessment of the curricular offerings in Arts for the Handicapped.

(c) Develop statewide goals and objectives regarding an organized community and school program on Arts for the Handicapped (a study of the goals by other states would be in order - Michigan goals as well as those by Minnesota were discussed as models).

(d) Include adopted policies for both general and Special Education.

(e) Develop specific strategies and timelines to advance Arts for the Handicapped.

(f) Study the barriers that obstruct the advancement of Arts for the Handicapped.

(g) Offer corrective action to alleviate or erase barriers and advance school and community programs and support.

(h) Evaluate progress over a given period of time.

Respectfully Submitted,

James E. Marshall
Director of Special Education

Minnesota State Department of Education
Capitol Square ☐ 550 Cedar Street ☐ St. Paul, Minnesota 55101

Phone: 612-296-4074

July 2, 1979

JUL 06 1979

Wendy Perks, Director
National Committee Arts for the Handicapped
Suite 801
1701 K St. NW
Washington, D.C. 20006

Dear Wendy:

The St. Louis Arts and the Handicapped Conference has sparked some action in Minnesota. Assistant Commissioner E. Raymond Peterson has held two meetings for those of us who attended to share our observations and ideas with others in the Department of Education. We are finally making significant contacts with Special Education people. There has been almost no exchange between arts and special education up to this time.

The total plane fare requested is less than a round trip from Minneapolis, since I was in Chicago on June 3. I was charged $48 from Chicago to St. Louis, and $70.00 from St. Louis to Minneapolis, for a total of $118.

Thank you for the opportunity to attend an interesting conference.

Sincerely,

Mary Honetschlager

Mary Honetschlager
Art Education Specialist

MH:pmj
Enc.: Hotel Receipt
Plane Fare Receipt

MEMO TO: Wendy Perks, Executive Director

FROM: Larry Riccio, Ed.D., Evaluation Consultant

RE: Third Party Evaluation of VSAF Regional Advisors Seminar conducted by The National Committee, Arts for the Handicapped, Washington, D.C., June 26-28, 1979.

DATE OF THIS REPORT: August 20, 1979

The following evaluation report is divided into eight sections: Goals and Objectives, Participants, Seminar Agenda, Evaluation Procedure, General Findings, Recommendations, Summary of Participant Comments on Evaluation Form and Results of Small Study Group Seminar.

Goals and Objectives:

Goal: To develop strategies for the growth and development of the VSAF Program.

Objectives: To identify and explore major concerns regarding the development of the VSAF Program; to explore future directions, outlining a variety of strategies for expanding and refining the VSAF Program; report problems and concerns, outlining possible solutions - make specific recommendations for future growth of VSAF Program.

Participants: Eight VSAF regional advisors participated in the seminar along with three VSAF coordinators. Only eight participants (regional advisors and coordinators) submitted evaluation forms.

Seminar Agenda: The day and a half seminar was divided into three half day sessions, each covering a single objective. Participants also were given time to visit members of Congress to increase awareness of the importance of Congressional liaison with Project Sites. Participants were also shown the film "In Celebration," presenting highlights of the National VSAF. (A copy of the agenda is attached.)

Evaluation Procedure: Participants were asked to complete a conference evaluation form prior to departure from the seminar site. The purpose of this evaluation was to give feedback to the NCAH staff regarding accomplishment of conference objectives, arrangements (seminar logistics), relevance of materials and topics discussed.

General Findings: On the whole, this seminar was well received. No negative comments were given in the evaluations. All of the participants felt that first objective was met. But only 25% felt objective two was well met: only 50% of the participants gave it a rating approximating good. Objective three was

rated highly "met" by 50% of the participants.

Not all participants answered their questionnaires: 25% did not give an evaluation to the second seminar, and 50% gave no answer to the third.

Answers were more positive, and more complete, in the second section of the questionnaire. 100% of participants rated the seminar's value as high, and ideas presented as very interesting. The only subject given lower ratings was the question of ample time. 75% rated time as at least as adequate while 25% rated it somewhat inadequate.

Recommendations: The first recommendation this evaluator must give is that it is necessary to stress to participants that they fill out the forms completely. Without their comments, a true evaluation cannot be accomplished.

The largest area of dissatisfaction was time. Participants felt that the material presented was excellent - both valuable and interesting - but that, in general, there were too many important matters to discuss and not enough time to discuss them. Perhaps, in the future, seminar time could be lengthened, or topics to be covered restricted. Since most participants felt group discussions were most valuable, these should certainly be continued, and perhaps even expanded.

A follow-up activity should be initiated to determine seminar impact. Paper or phone contact would suffice.

Summary Evaluations: A summary evaluation report is attached.

VSAF REGIONAL ADVISORS SEMINAR

June 26-28, 1979

Summary Evaluation

1. Were objectives met?

Objective I

Yes								No
5(3)	(75%)	4(1)	(25%)	3		2		1

Objective II (25% no answer)

Yes							No
5		4(3)	(25%)	3(3)	(50%)	2	1

Objective III (50% no answer)

Yes							No
5(4)	(50%)	4		3		2	1

Comments: Problems discussed but not solutions.

2. Did you feel there was ample time for VSAF group meetings?

Yes								No
5(4)	(50%)	4		3(2)	(25%)	2(2)	(25%)	1

3. Ideas presented were:

Very Interesting									Dull
7(4)	(50%)	6(4)	(50%)	5		4	3	2	1

4. My expectations were: (25% no answer)

High									Low
7(4)	(50%)	6(2)	(25%)	5		4	3	2	1

5. The value of these sessions was:

High									Low
7(4)	(50%)	6		5(4)	(50%)	4	3	2	1

6. The most valuable aspect was: (number in parentheses indicates number of respondants)

Opportunity to share ideas with others - (4).

Directness of Purpose - (2).

Gaining insight into the future of VSAF - (2).

VSAF Regional Advisors'
Small Study Seminar
Report
June 28, 1979

Topic I FUNDING

1. Effort should be made to change the funding cycle so that funds are available at the beginning of the school year. Regional Advisors recommended that proposals be accepted in July, notification of accreditation and/or funding go to sites in September and checks sent in October. At present some sites receive their funding as late as June after VSAFs are completed. This puts a burden on many sponsoring agencies operating on small budgets.
2. There was some discussion regarding the funding of multiple VSAFs in one region or state. For example in Illinois the State Department of Education applied for and received funds to coordinate 5 festivals throughout the state. Within that same state, another smaller local agency applied for and re-received funding of approximately the same amount to conduct only one festival. This problem is expected to occur during the next funding cycle in other states. The Regional Advisors discussed each state separately in view of the current needs and recommended that NCAH continue to review each proposal on an individual basis and that no state maximum funding level be set at this time. With the move toward state-wide coordination of the VSAF Program on a year-round basis, and as greater commitments come from State Education Agencies, in the future it will be appropriate to set maximum levels of funding.
3. With regard to reviewing of proposals, it was recommended that individuals representating the various types of sponsoring agencies serve on the review panel. Example: State Department of Education, Recreation Department, University, Local Education Agency, and possibly AAE representatives.
4. The Regional Advisors agreed that the highest level of funding should be awarded for the first year. Each subsequent year more in-kind, local and private funds should be sought. There should be a goal over a period of 3-5 years for sponsoring agencies to become self-sustaining with accreditation from the National Committee. This accreditation would include technical assistance and training from NCAH as well as the right to use the VSAF logo and promotional materials.

Topic II TRAINING

1. It was recommended that one training session be held in each of the six VSAF regions. In addition to the VSAF Coordinators, people conducting special projects and model sites be invited to attend. States not yet involved in the VSAF Program would be urged to send representatives also. If possible these sessions should be held before December. At present, training conferences are held in January when many festivals are already entering the implementation phase (particularly teacher training).

Topic III Regional Advisors

1. The role of the regional advisor was reexamined and it was recommended that 4-6 more advisors be appointed for the next year. Regional advisors are being utilized more frequently by local sponsoring agencies and more assistance is being given to potential VSAF sites. Because many VSAF Regional Advisors must take annual leave in order to review festivals in another state or region, it was recommended that a per-diem be offered to Regional Advisors to offset the loss of personal or annual leave time.

Topic IV VSAF Materials (Balloons, posters, buttons, etc.)

1. It was agreed that NCAH should have policy regarding usage.
2. The dollar value of the materials offered free to every VSAF should be stated in the NCAH contract so that festival sites are aware of the value of these materials.
3. If possible, a catalog from supplier should be made available to Coordinators who could then order the materials most useful to them. A credit system could be established whereby a certain amount of materials would be allocated each VSAF site free. Amounts over the prescribed amount would be paid for in advance by sponsoring agencies. The expense of shipping RUSH orders would be borne by sponsoring agencies also.

MEMO TO: Wendy Perks, Executive Director

FROM: Larry Riccio, Ed.D., Evaluation Consultant

RE: Third Party Evaluation of the Special Projects Program Coordinators' Seminar Conducted by The National Committee, Arts for the Handicapped, Washington, D.C. June 26-28, 1979.

DATE OF THIS REPORT: August 20, 1979

The following evaluation report is divided into seven sections: Objectives, Participants, Seminar Agenda, Evaluation Procedure, General Findings, Recommendations, and Summary of Participant Comments on Evaluation Form.

Objectives:

-To review the achievements and accomplishments of the 1978-79 NCAH Special Projects Program.

-To identify the key issues, concerns and questions of the Special Project Program.

-To develop strategies for mutual assistance and growth.

Participants: Twenty Special Projects Coordinators participated in the seminar.

Seminar Agenda: The day and a half workshop covered a range of subjects. It included a review of the individual achievements of the Special Projects sites, a session devoted to the development of a list of key issues, concerns and questions, a session to develop strategies for mutual assistance and growth, and one to develop the awareness of the importance of the arts for handicapped people. A review of the activities of the annual meeting was also included. (Attached is a program agenda.)

Evaluation Procedure: Participants were asked to complete a seminar evaluation form prior to departure from the seminar site. The purpose of this evaluation was to give feedback to the NCAH staff recording accomplishment of seminar objectives, arrangements (seminar logistics), relevance of materials and topics discussed.

General Findings: On the whole, this conference was well received by the participants. Negative comments were rare, and the majority of the participants rated every phase either good or excellent. Evaluation of the questionnaire shows that the conference was well organized and presented, and highly successful. The least positive answers were those concerning seminar III, but even here, ratings were consistently good. Participants expressed a desire to join more in small group discussions to share ideas and brainstorm if possible.

Recommendations: A follow-up activity should be initiated to determine conference impact. Paper or phone contact would suffice.

Summary Evaluations: A summary evaluation report is attached.

SPECIAL PROJECTS COORDINATORS

Seminar Evaluation

June 27-28, 1979

SECTION I

1. Was objective met?

Seminar I

Yes								No
5(3)	(40%)	4(9)	(47%)	3(3)	(13%)	2		1

Seminar II (20% no answer)

Yes								No
5(4)	(20%)	4(8)	(47%)	3(3)	(13%)	2		1

Seminar III (13% no answer)

Yes										No
5(3)	(13%)	4(8)	(47%)	3(3)	(13%)	2(2)	(13%)	1(1)	(7%)	

Summary

Yes									No
5(4)	(13%)	4(8)	(40%)	3(3)	(13%)	2(1)	(7%)	1	

SECTION II

1. Organization? (7% no answer)

Excellent								Poor
5(5)	(27%)	4(7)	(40%)	3(5)	(27%)	2		1

2. Ideas and activities?

Very Interesting								Dull
5(6)	(33%)	4(9)	(53%)	3(3)	(13%)	2		1

3. Scope of meeting?

Very Adequate								Not Adequate
5(4)	(20%)	4(10)	(60%)	3(2)	(6%)	2(3)	(13%)	1

4. Content presented logically? (7% no answer)

High								Low
5(5)	(27%)	4(10)	(64%)	3(2)	(7%)	2		1

5. My expectations were?

High								Low
5(10)	(53%)	4(6)	(27%)	3(4)	(20%0	2		1

6. Value of meeting?

High						Low
5(11)	(53%)	4(9)	(47%)	3	2	1

7. Were facilities adequate?

Excellent						Poor
5(13)	(67%)	4(7)	(33%)	3	2	1

8. Were housing accomodations adequate? (20% no answer)

Yes			Undecided			No
5(17)	(73%)	4	3(1)	(7%)	2	1

9. Printed conference materials were? (7% no answer)

Helpful								Poor
5(10)	(53%)	4(7)	(33%)	3(2)	(7%)	2		1

10. Should anything be done differently in future?
(Representative Comments)
-More time to share ideas and achievements.

-More smaller groups with specific needs and interests.

-Prep conferees on what will be covered in sessions.

-Avoid presenting information which can be written more easily.

11. I feel I need additional information on:
(Representative Comments)
-Future Conferences.

-Materials available through NCAH.

-Procedure for requesting money for a Special Project and an Arts Festival.

-Alternate funding sources.

-Evaluation techniques and instruments.

12. General additional comments:

-An inspiring meeting - tremendous dedication by people involved within and outside the Project.

-A great experience.

SPECIAL PROJECTS

SMALL STUDY GROUP SEMINAR OBJECTIVES

OBJECTIVES FOR EACH SESSION

Wednesday, June 27, 1979

Activity	Objectives
Some Reflections and Some Direction • Large Group Presentation	To develop a climate for interaction
Small Study Seminar I • Discussion	To review the individual achievements of the 28 Special Project sites
Stretch Break	To increase awareness of the arts
Small Study Seminar II • Discussion	To develop a list of key issues, concerns and questions
Capitol Hill Appointments	To increase awareness of the importance of Congressional liasion with Program sites

Thursday, June 28, 1979

Small Study Seminar III • Discussion	To develop strategies for mutual assistance and growth
Film Break	To develop awareness of the importance of the arts for handicapped people
Seminar Summaries • Discussion	To review the activities of the Annual Meeting and complete evaluation
Daisies and Dreams of the Future	To honor the 1978-79 Project Coordinators and Regional Advisors